

# Break

## Private tangles

The case of Kevin McNamara, Labour member of parliament for Hull Central, is a nice little tangle. The week Noll Kinnock announced Labour's attack on the public school, and several noble Lords, were impressed by the case for more educational support for talented young dancers and musicians.

Mr McNamara has five children. Three go to state schools. One went to Ampleforth, the famous Yorkshire Catholic public school, as a music scholar two years ago. Humberstone contributed to the cost, as part of its policy for talented musicians, and there was a minor upsurge.

Last week there was a major uproar in the local Labour party when another McNamara son won an Ampleforth music scholarship. Three branches lodged votes of no confidence, and a fourth called for early election of a new candidate.

The meeting was adjourned until this Wednesday, after we went in press. Humberstone have not yet considered any application to support the boy at Ampleforth. Meanwhile, Dr Rhodes Boyson has put the knife in with characteristic aplomb, declaring the "banding" of McNamara for choosing an independent school of high academic merit which could develop his son's musical ability, and plausibly hoping that "Labour MPs who claim the right to choose a school for their own children will remember to vote for the extension of this right to all other parents whenever this matter is discussed and voted on in the House of Commons".

## Good old days

At a birthday party last week, nine chief education officers (four of them retired), six deputy CEOs (two retired), one headmaster, and the retired principal of a famous tech had an uproarious evening at the Farmer's Club remembering the good old days when chief education officers were chief education officers.

The occasion was the eightieth birthday of Martin Wilson, Shropshire's CEO from 1937 to 1955—one of the handful of legendary county education chiefs who recruited and trained at their own expense.

Martin Wilson, said one of them, was "demanding, a martinet, unpredictable and infuriating, and won our total respect and devotion". Gordon Cunningham (Cambridge, Shire CEO, now at the Association of County Councils) tells how you

might be faced, at 5 pm, with a major government report to summarize and told: "There's no rush, it'll do in the morning."

John Tomlinson, Cheshire's CEO, remembers the office after the war, when Wilson had recruited a clutch of bright ex-Army officers. An angry parent, lieutenant someone, stormed in asking to see the chief. Martin Wilson sent back a polite message: "would he see Captain Parker? Or if he wouldn't do, Colonel Blaxham? Or, failing him, Brigadier Whitfield? Bob Parker later went to Somerset as CEO, Trevor Whitfield to Berkshire, and "Blax" stayed in Shropshire as deputy.

Of course, life was easier then. Tory education chairman—Wilson's was Sir Otley Wakeman—backed their CEOs to the hilt, and Martin Wilson was known to attend education committee meetings in carpet slippers. In 1937, there wasn't a great deal of education in Shropshire anyway.

Besides building up the basic services, Wilson fostered particular interests. Agricultural education was one, a special education another. Wilson was one of the inspirers of important Carnegie research into handicap in the late 1930s.

When he wanted money for a Shropshire project, Jack Wolfenden, then on the Carnegie UK Trust, told him a bit of controversy would help. Martin Wilson wrote an attack in the TES on the way the English segregated children with different handicaps, and ignored parents. There was an angry response, and he got his grant.

He also did a lot of work for UNESCO. After retirement he learnt Spanish specially, then went to Chile to help Allende's government design a new decentralized education system—just one of the things that bit the dust under Pinochet.

These days things are different. Or are they? At a recent course for young education officers Roy Price of Dorset and John Tomlinson of Cheshire were reminiscing about the good old tyrannical days in Shropshire. "You should be sitting where we are," their audience told them. "Things haven't changed that much."

## Fairy menace

"I've seen fairies at Brighlton," reads the badge you can now buy in the buildings appropriately enough situated opposite the already unearthly-looking Royal Pavilion. And for once this is a claim about fairies that cannot be disputed. Brighlton Museum is, in fact, crisscrossed with tales. Anyone who wants to know what their race looked like before their decline into twentieth-century whimsicality should certainly hurry there before the exhibition closes on July 13. There is plenty of physical evidence, for example, from fairy loaves (fossilized sea urchins) and old shot (bronze sea arrowheads).



"The Fawn and the Fairies", c. 1834. By Daniel Maclise.

to photographs of well-known fairy sites, such as the Blue Bird of the place must go to the display of fairy paintings, where mainly nineteenth-century artists can be seen competing with each other to get just that right balance between the miniature and the menacing, not to mention the comic and the erotic.

Not surprisingly, pictures of actors dressed up as fairies cannot really compete, and the theatrical section, made up of stills from ballet, opera and pantomime, is the only dull part of this otherwise splendid collection. Perhaps after all Tinker Bell is still the best stage fairy, since she is invisible and so cannot be immediately detected as a mere human in disguise.

But of the whole, and the excellent catalogue accompanying this exhibition, which is a superb collection, has largely taken over from fairies today, and what was once attributed to the little people is now usually ascribed to aliens from other planets.

## Irish sweep

An air of uncertainty is still surrounding the outcome of attempts by the Department of Education and Science to deal with all the teachers' organizations' fully paid-up membership figures.

Following discussions with the teachers' organizations, the DES says it intends to send a letter to them shortly requesting the details of their membership figures.

Meanwhile, the unions are still all trying their hardest to boost their figures in the hope of influencing the outcome of his deliberations.

Perhaps the National Association of Schoolmasters' Union of Women Teachers gets the prize for effort with its threat to deduct 400 of its members who have not paid up to the small claims court. The threat, made two months ago, persuaded 2,000 to pay up but it is understood to be very unlikely that any action will be taken against the remainder.

The suggestion has also been circulating at Hamilton House, headquarters of the National Union of Teachers, that the NAS/UNT's recent appointment of a Northern Ireland member to serve as one of its six representatives on Burnham may have had ulterior motives in that it would pave the way for the union to count its 6,000 Ulster members in the review.

Mr Nigel de Gruchy, assistant secretary of the NAS/UNT, said: "I don't know the thinking of every member of the executive committee but it does make sense to have a Northern Ireland member on Burnham. Northern Ireland follows Burnham in pay negotiations and the person concerned is also a member of our salaries committee."

Burnham does not discuss the pay of Northern Ireland teachers, though, in practice, the agreement reached for England and Wales is usually rubber-stamped by the Northern Ireland Teachers' Council.

In fact, Mr Eamonn O'Kane, a 35-year-old Belfast secondary school teacher, was a little bemused when he turned up for his Burnham baptism during the current round of negotiations. "The first thing that struck me was its sheer size," he said. "The formality, too, is striking. There are about 30 people sitting in a room with essentially only three people able to speak."

Mr O'Kane may also have found the first item for discussion—conditions of service—a little strange. He'd been told the topic was taboo in Burnham. But they seemed to spend most of the day on whether they could, or why they should not, discuss it. Oddly enough, in Northern Ireland they are allowed to discuss pay and conditions together—but never do. Instead, they just rubber-stamp what comes from the Council of Local Education Authorities Schoolteachers' committee.

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## Man of the world

Dr Aklilu Habte, head of the World Bank's education department, came to London last week to hear what British academics and Europe-based aid experts had to say about the Bank's latest policy paper on education (to be published shortly), and left with a suitcase full of comments and criticisms.

Max Eastman, the educationist, was personal. The World Bank, which has more money to offer developing countries for education than any other international agency, has often been taken to task for its interventions, well-given-out-the-money-if-you-wish-we-could-you approach.

Dr Habte is a careful listener, prone to muttering "sure, sure," as critics bave their say, and very ready to admit the Bank's shortcomings.

He has been at his Washington post for three years. Before that he was Ethiopia's minister for sport, youth and culture, and before that he was president of the Haile Selassie University in Addis Ababa. Originally, he was a lecturer in education, with a special interest in curriculum development.

At 49 he is young for the tough task of representing education interests among the Bank's thousands of total lending given for education and training has crept up slightly over recent years to its present level of about 7 per cent, but Dr Habte the important thing is more funds, but a more effective use of what funds there are.

One problem is communication. "I am always amazed by the number of people within the Bank who do not know what we do for education."

What has been done, mainly, the past has been to give money to building schools and colleges. The Bank is turning its attention increasingly from things to people getting involved in the "soft" of curriculum development, and training and the management of school systems.

But it is one thing to put a school and quite another to put an idea what goes on in the classroom.

The Bank is laying considerable more emphasis on primary school and basic education. It is also serious and growing concern within third world countries between small urban elites and uneducated rural masses.

Now over parents' contributions towards books and equipment has reduced, fresh allegations that schools are failing to provide the books and that the law is being broken.

Claims made this week include: the authorities in the North-West are cut capitation by up to 20 per cent and children are sharing level textbooks, using books that are falling apart and writing on pieces of paper because there is no money for exercise books;

that parents in North Wales are paying the Clwyd authority by £2,000 a year; that throughout Britain whole lot of secondary school science is being missed out because of lack of apparatus;

that effective teaching in parts of Hertfordshire is threatened by a Ken headmaster is holding a raffle to provide school books.

At the same time the Advisory Centre for Education is encouraging schools to challenge local education authorities suspected of breaking the law.

A circular to parent groups this week says that the Education Committee encourages the voluntary fund-raising and the "well-known efforts of parents' organizations to alleviate the basic principle of free education for all."

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# Educational Supplement

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## 'Pay-as-you-learn' rows snowball

More allegations that schools are no longer providing basic teaching materials came to light this week. Lack of apparatus has curtailed science teaching, scraps of paper are replacing exercise books and raffles are raising cash for textbooks. At the same time, parents were advised how to challenge local authorities if they are asked to pay up for essential materials and publishers and equipment manufacturers warned about decreases in spending. Sandra Hempel reports.

## Parents advised on fight-back

Now over parents' contributions towards books and equipment has reduced, fresh allegations that schools are failing to provide the books and that the law is being broken.

Claims made this week include: the authorities in the North-West are cut capitation by up to 20 per cent and children are sharing level textbooks, using books that are falling apart and writing on pieces of paper because there is no money for exercise books;

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Read for take-off: Mr Dennis Kean, head of design technology at Thuro School, proudly displays the aero-plane built by British schoolboys—the "Spirit of Thuro"—a two-seater, low-wing monoplane. It is thought to be the first aircraft constructed by schoolboys.

## 'Prison food healthier than schools'

by David Lister

Convicts in a county's prisons are eating healthier food than children in local schools.

In Lancashire where prisoners grow their own avocado pears and, in common with convicts throughout the country, have four meals a day, three of them cooked and a considerable amount of home grown vegetables, schoolchildren have been given a lunch menu condemned by a nutritionist this week as "horrible".

The six week menu cycle for schools provided by the county includes main courses such as an egg and cress sandwich or sausage roll and baked beans. The new Education Act requires authorities to follow Government nutritional guidelines.

Nutritionist Janet Thorn, who spent five years with the Ministry of Food and is now a researcher on food policy with Oxford Polytechnic, said after seeing the menu cycle this week that it was horrifying as a main meal for schoolchildren of any age.

She said that the lack of fibre given by fruit, vegetables and cereal foods could cause constipation. The most striking thing was the lack of vegetables, which are cheap, anyway, she said.

She added that half an orange a day would give children the necessary amount of vitamin C. A spokesman for Lancashire education department said: "We are trying to eliminate all areas of waste in the meals service. Children were not eating their fresh vegetables so we cut them out. There is fruit provided in apple crumble and drink, and cutting out waste we have been able to keep the price at 35p while other councils are charging 45p or 55p."

A Home Office spokesman said this week that prison catering officers receive £4.15 a week for each prisoner. Much of the prisoners' food is grown from prison gardens, he said, with a lot of home grown vegetables.

A survey had found meals containing more than enough vitamins, he said.

## This week

Do outward bound courses stop delinquency? 17

Bob Doe goes to the mountains 8

The music stops in Wolverhampton after a High Court ban on photocopying orchestral parts 5

'More Bad News' reviewed 20

Baudelaire reassessed 23

Childrens books 41-48

Classified 33

Leader, comments 2

Platform 4

School to Work 11

Overseas news 12, 13

Letters 14, 15

Science Diary 16, 17

Features 17-19

Review 20

Arts 21, 22

Books 23-25

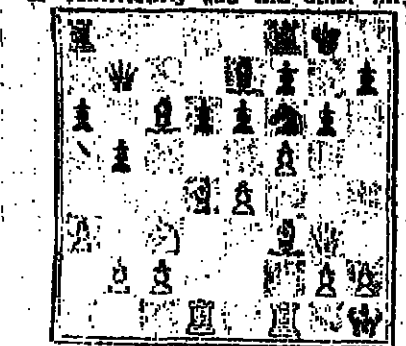
Resources 26-29

Aristides, bridge and Crossword 88

## Chess

The Art of Attack  
Most players love to attack and the set terms of the assault on the enemy are well-known and rarely surprising. First of all one tries to get ahead in development and to hinder the development of one's adversary.

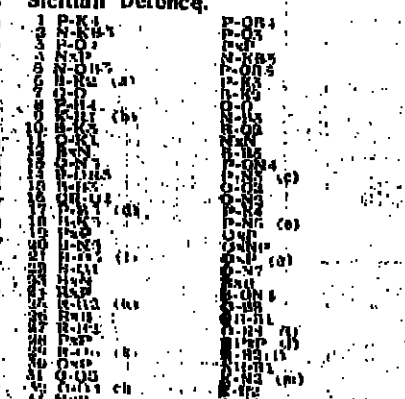
The final objective of all this is to get at the opponent's king and to deliver checkmate. Many, many games go this way, but few are so conducted that one can term them perfect examples of attack. Instead of an even flow of assault, they are characterised in stages: first one side failing to attack correctly or consistently and the other mis-



Position after 17.P-B5

sing the chance of a correct defence. In the following game, which was played in an international tournament at Bad Kissingen in February, he carries out the attack in perfect style against a formidable opponent, while his opponent, who is himself a great master of assault.

White: Karpov. Black: Ribon. Sicilian Defence.



(a) A quiet but solid continuation as opposed to the more fiercely attacking 6.N-B5.

(b) Rightly removing his King from the diagonal M1-R7 since after 9.P-K5, P-P: 10.P-P, B-B4; 11.B-K2, KN-Q2 Black has the initiative.

(c) A weakening move instead of which 14...R-B1 would at least have developed a piece.

(d) Karpov plays with admirable vigour: 15.N-B5, 16.N-N3, 17.N-B5, 18.P-B6, when 19.Q-R4, B-B7; 21.Q-R6 forces mate. So Black, if he wishes to accept the pawn, must play 17...B-P, 18.P-P, 19.P-P, 20.R-P, 21.R-P, 22.R-P, 23.R-P, 24.R-P, 25.R-P, 26.R-P, 27.R-P, 28.R-P, 29.R-P, 30.R-P, 31.R-P, 32.R-P, 33.R-P, 34.R-P, 35.R-P, 36.R-P, 37.R-P, 38.R-P, 39.R-P, 40.R-P, 41.R-P, 42.R-P, 43.R-P, 44.R-P, 45.R-P, 46.R-P, 47.R-P, 48.R-P, 49.R-P, 50.R-P, 51.R-P, 52.R-P, 53.R-P, 54.R-P, 55.R-P, 56.R-P, 57.R-P, 58.R-P, 59.R-P, 60.R-P, 61.R-P, 62.R-P, 63.R-P, 64.R-P, 65.R-P, 66.R-P, 67.R-P, 68.R-P, 69.R-P, 70.R-P, 71.R-P, 72.R-P, 73.R-P, 74.R-P, 75.R-P, 76.R-P, 77.R-P, 78.R-P, 79.R-P, 80.R-P, 81.R-P, 82.R-P, 83.R-P, 84.R-P, 85.R-P, 86.R-P, 87.R-P, 88.R-P, 89.R-P, 90.R-P, 91.R-P, 92.R-P, 93.R-P, 94.R-P, 95.R-P, 96.R-P, 97.R-P, 98.R-P, 99.R-P, 100.R-P, 101.R-P, 102.R-P, 103.R-P, 104.R-P, 105.R-P, 106.R-P, 107.R-P, 108.R-P, 109.R-P, 110.R-P, 111.R-P, 112.R-P, 113.R-P, 114.R-P, 115.R-P, 116.R-P, 117.R-P, 118.R-P, 119.R-P, 120.R-P, 121.R-P, 122.R-P, 123.R-P, 124.R-P, 125.R-P, 126.R-P, 127.R-P, 128.R-P, 129.R-P, 130.R-P, 131.R-P, 132.R-P, 133.R-P, 134.R-P, 135.R-P, 136.R-P, 137.R-P, 138.R-P, 139.R-P, 140.R-P, 141.R-P, 142.R-P, 143.R-P, 144.R-P, 145.R-P, 146.R-P, 147.R-P, 148.R-P, 149.R-P, 150.R-P, 151.R-P, 152.R-P, 153.R-P, 154.R-P, 155.R-P, 156.R-P, 157.R-P, 158.R-P, 159.R-P, 160.R-P, 161.R-P, 162.R-P, 163.R-P, 164.R-P, 165.R-P, 166.R-P, 167.R-P, 168.R-P, 169.R-P, 170.R-P, 171.R-P, 172.R-P, 173.R-P, 174.R-P, 175.R-P, 176.R-P, 177.R-P, 178.R-P, 179.R-P, 180.R-P, 181.R-P, 182.R-P, 183.R-P, 184.R-P, 185.R-P, 186.R-P, 187.R-P, 188.R-P, 189.R-P, 190.R-P, 191.R-P, 192.R-P, 193.R-P, 194.R-P, 195.R-P, 196.R-P, 197.R-P, 198.R-P, 199.R-P, 200.R-P, 201.R-P, 202.R-P, 203.R-P, 204.R-P, 205.R-P, 206.R-P, 207.R-P, 208.R-P, 209.R-P, 210.R-P, 211.R-P, 212.R-P, 213.R-P, 214.R-P, 215.R-P, 216.R-P, 217.R-P, 218.R-P, 219.R-P, 220.R-P, 221.R-P, 222.R-P, 223.R-P, 224.R-P, 225.R-P, 226.R-P, 227.R-P, 228.R-P, 229.R-P, 230.R-P, 231.R-P, 232.R-P, 233.R-P, 234.R-P, 235.R-P, 236.R-P, 237.R-P, 238.R-P, 239.R-P, 240.R-P, 241.R-P, 242.R-P, 243.R-P, 244.R-P, 245.R-P, 246.R-P, 247.R-P, 248.R-P, 249.R-P, 250.R-P, 251.R-P, 252.R-P, 253.R-P, 254.R-P, 255.R-P, 256.R-P, 257.R-P, 258.R-P, 259.R-P, 260.R-P, 261.R-P, 262.R-P, 263.R-P, 264.R-P, 265.R-P, 266.R-P, 267.R-P, 268.R-P, 269.R-P, 270.R-P, 271.R-P, 272.R-P, 273.R-P, 274.R-P, 275.R-P, 276.R-P, 277.R-P, 278.R-P, 279.R-P, 280.R-P, 281.R-P, 282.R-P, 283.R-P, 284.R-P, 285.R-P, 286.R-P, 287.R-P, 288.R-P, 289.R-P, 290.R-P, 291.R-P, 292.R-P, 293.R-P, 294.R-P, 295.R-P, 296.R-P, 297.R-P, 298.R-P, 299.R-P, 300.R-P, 301.R-P, 302.R-P, 303.R-P, 304.R-P, 305.R-P, 306.R-P, 307.R-P, 308.R-P, 309.R-P, 310.R-P, 311.R-P, 312.R-P, 313.R-P, 314.R-P, 315.R-P, 316.R-P, 317.R-P, 318.R-P, 319.R-P, 320.R-P, 321.R-P, 322.R-P, 323.R-P, 324.R-P, 325.R-P, 326.R-P, 327.R-P, 328.R-P, 329.R-P, 330.R-P, 331.R-P, 332.R-P, 333.R-P, 334.R-P, 335.R-P, 336.R-P, 337.R-P, 338.R-P, 339.R-P, 340.R-P, 341.R-P, 342.R-P, 343.R-P, 344.R-P, 345.R-P, 346.R-P, 347.R-P, 348.R-P, 349.R-P, 350.R-P, 351.R-P, 352.R-P, 353.R-P, 354.R-P, 355.R-P, 356.R-P, 357.R-P, 358.R-P, 359.R-P, 360.R-P, 361.R-P, 362.R-P, 363.R-P, 364.R-P, 365.R-P, 366.R-P, 367.R-P, 368.R-P, 369.R-P, 370.R-P, 371.R-P, 372.R-P



## NEWS

## Some poly directors lead life of luxury on the rates, Carlisle told

by David Lister

Some college and polytechnic directors are living a life of luxury on the rates, Mr Mark Carlisle, the Education Secretary, has been told in a confidential document.

The document from the Council of Local Education Authorities says that some authorities report "luxury spending on behalf of the heads of institutions far in excess of that allowed to other officers of the authority, or for the matter part of university vice-chancellors."

The CLEA are trying to persuade Mr Carlisle of the need for changes in the articles of government of further and higher education colleges and polytechnics so that local authorities can exercise more control.

As well as the need to stop governing bodies countenancing college overspending, the authorities claim a change is necessary as under the present system they have to act in breach of the law if they make changes to a college's budget mid-way through the year. In addition they say they do not have enough power to restrict duplication of courses in the 16 to 19 field.

The CLEA paper says that the council "does not wish to produce horror stories of individual extravagance." However, members are known to be uneasy about dubious housekeeping in some polytechnics, in particular, over the past few years. Last year, for example, there was a special investigation by the district auditor when the cost of telephone calls at a polytechnic rose from £3,000 to £18,000.

Local authority chief officers are unhappy that polytechnic directors enjoy some privileges denied to them. Several directors have telephone cars and two have telephone systems in their homes.

The CLEA said this week: "We are concerned that public expenditure is getting a bad name because power is abused. Authorities have

very doubtful ability under the present system even to step in and stop these things going on."

The allegation of luxury spending and the plans for changing the way college government is administered received an angry response from college directors.

Mr Geoffrey Holroyde, director of Loughborough Polytechnic in Coventry, said that he always travelled second class on the train, while education officers travelled first class. "You can stand on a platform and see the officers and college heads going to separate parts of the train," he said. He went on: "Polytechnic directors and governors should actually have more responsibility. We are monstrously highly paid yet we have to ask permission each time we move a chair."

The Rev Dr George Tolley, director of Sheffield Polytechnic and secretary of the Association of Colleges for Further and Higher Education, described the allegation of luxury spending as "absurd". "Where is the evidence of this?" he asked, and went on: "Local authorities want less democracy not more. I'm not aware of any articles of government that don't allow some intervention by an authority, through the audit for example. We would have thought it courteous for there to have been some discussion with the governors about this."

The predicament facing the local authorities was highlighted in a recent case dispute in which the governors of Bradford College claimed that they and not the authority had the power to determine the salary of the college's chief administrative officer. The dispute went to Mr Mark Carlisle who decided in favour of the college.

One concern raised by the CLEA committee was the need to gain sympathy from ministers is the need for tighter control on course provision, particularly in the 16 to 19 age group.

## Public schools hopeful of government concession

by Biddy Passmore

Major public boarding schools like Eton and Charterhouse may be back in the running for a ministerial concession allowing them to "top up" the fees for pupils admitted under the scheme.

Previously, it was thought that these schools had many already more than the £3,000 a year maximum set by the Government. However, the DES has written to schools who submitted preliminary applications saying that the Secretary of State "will be prepared to allow a limited number of assisted places to be offered to boarding pupils where fees are being paid from some other source". It is believed that the number to be allowed will be four or five hundred.

Proposals for draft regulations on the scheme were sent out with the department's letter inviting formal applications. These still leave the criteria for selecting children for the scheme very vague, simply stating that pupils should be "capable of benefiting from the education provided by the school but leaving the interpretation of this phrase firmly in the hands of the headmaster. However, the concession on boarding places suggests that pupils will be selected on grounds other than the purely academic.

Whatever the criteria for selecting children, the DES is making sure that the schools selected are academically up to scratch. Famous names like the Manchester Grammar School and the ex-Direct Grant schools still have a clean bill of health as far as the department is concerned but chief inspector Miss Sheila Browne is sending relays of RMIs out to inspect less familiar names.

## 'Pay-as-you-learn' rows snowball

From page 1

The pressure group Parents Against Cuts in Education has been holding at schools in Clywd, North Wales, its survey, based on replies from 14 out of 24 secondary schools and 67 out of 279 primary schools, says that parents are directly subsidising schools by around £250,000 a year.

Mr John Howard Davies, education secretary, said that although the information that helped future planning "We query how representative the survey is, and we have not

seen the figures on which they base their claims". He was not aware of any school which had asked parents to buy basic equipment.

One school which has been having difficulties, however, got copious material this week when the headmaster admitted holding a raffle among parents to buy books for the new primary school in South Deal in Kent.

At the Allertons comprehensive school, Northallerton, which was the subject of a television programme this week, headmaster Mr James Smith said that although rumours that parents had provided £20,000 for a science laboratory were untrue, the school had, how-



These pupils at a special school, Fenton, Stoke on Trent, recently triumphed in a national home economics award scheme. The pupils were required to plan and serve a breakfast among other tasks.

## RC challenge to cuts on transport

by Sarah Bayliss

Local education authorities which intend to end discretionary free school transport will have their plans put to the test by the Roman Catholic Church.

A diocesan schools commission is asking Mr Mark Carlisle, the Education Secretary, to order Oxfordshire to provide free transport for children wishing to attend denominational schools.

If he refuses then the church will take the county to court. Such a case would test the 1944 Education Act coupled with the new Education Act which extends parents' rights to send their children to the school of their choice.

Oxfordshire's education committee voted by 15 votes to 13 last week to end all discretionary transport to new pupils from September 1981, at a saving of £37,000 over three years.

The ban includes ending transport provided within the city for children who attend single sex secondary schools more than three miles from their homes. Statutory transport is provided for children who travel more than three miles to their nearest possible school. The only exception Oxfordshire will make is to offer free transport to children who are judged to face a danger from traffic.

Oxfordshire county council must satisfy the education committee's decision next month.

Knowsley education authority in the North West also voted last week to end discretionary free transport to children travelling to schools outside the borough boundary a decision which will hit a high proportion of denominational schools.

It has been said that with the defeat of the clause to charge for all transport in the new Education Act, children at church schools have been done a dis-service.

## Thatcher stands firm on cash

The Prime Minister told the Commons twice this week that she was "not prepared to print money" to alleviate youth unemployment. She was replying to demands from Mr Callaghan for new short term measures and for an active employment policy.

On Monday Mr Callaghan called for the Government to implement the declaration of last week's European summit in Venice for priority to be given to employment measures, particularly for the young.

The Prime Minister claimed the Government was already doing this in the shape of the Youth Opportunities Programme.

On Tuesday the Opposition leader returned to the attack. Mrs Thatcher repeated that, in asking for further measures, Mr Callaghan was asking us to print more money, which would only lead to further inflation and higher unemployment.

## Where have all the catalogues gone?

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## How unnecessary security contributes to avoidable error

The echoes of Clegg rumble on. Sir Alan Marre, the Ombudsman, continues his attempt to discover how huge figures for graduate teachers' starting salaries came to be used as the base of the Commission's pyramid of pay scales. It is all being done in a very gentlemanly fashion, they say, but Mrs Thatcher was understandably annoyed about the error, and if no heads actually roll it seems a fair presumption that some pretty formidable rockets are going to be discharged. It is, after all, a £130m gaffe. Mrs Thatcher did not get where she is today by taking £130m gaffes lightly.

Whether the source of the error is pinned to the Department of Education and Science or (as some reports have suggested is more likely) to the Office of Manpower Economics, it is impossible not to have the greatest sympathy for all the civil servants involved. "There but for the Grace of God..." The Department of Education is impaled on a pair of prongs—if not Morton's fork, some other kind of administrative dilemma. If the DES did not actually supply the offending numbers, it still has to explain how the error went undiscovered inside the Department for several weeks.

One of the objects of the present inquiry will be to try to prevent such a middle occurring again. There is not much more which can now be done but make sure the stable door is securely fixed.

The circumstances were such as to maximize the risk of something going wrong, and to prevent mistakes being spotted before it was too late. There must be questions to ask about the way responsibility was shared between the

staff of the DES, the Office of Manpower Economics and the members of the Clegg Commission. The Clegg Commission was intended to be an ostentatiously independent body, not subject to the direct influence of any Government department. But it relied on information from a variety of sources. Members of the Commission could not themselves be expected to have detailed knowledge—or even enough general knowledge of particular salary groups—to spot errors of fact in information put before them.

Any confusion which may have inevitably surrounded such an exercise was compounded by the way the long-drawn-out "research" phase was followed by a too-brief "action" phase when the report itself was cobbled together. Having made haste too slowly for a year, the Com-

missioners raced impetuously over the final three weeks. It may well be that it was during that headlong rush that an error, which could normally have been discovered by patient checking, was allowed to slip through.

Clegg was news from the outset and the media were waiting to pounce on the result of the teachers' comparative pay award. This helped to build up the idea that something secret was going on, as if the rumormongers of Clegg were like Budget secrets on which illicit fortunes might turn. Had Clegg been able to circulate its proposals for comment to the teachers' unions and the employers, as well as to the DES, well in advance of the formal act of promulgation, there is a much better chance that the error would have been spotted. But no; there is a strong conven-

tion of secrecy and security, part of the larger passion for secrecy with which all governments like to cloak their activities. And, it should be said, newspapers and television have an interest in this convention—though they also profess a commitment to open government—because they live by the leak and the scoop.

It was Sir John Newsom who was chided by an indignant reporter about leaks which had allowed some enterprising newspaper to give early news of what the Newsom report would say. He replied by pointing out that his Committee had not been planning the invasion of Europe. This attitude of healthy scepticism about unnecessary secrecy is not typical of the way official bodies approach their work, in this country. Much more common is to treat the outcome of their deliberations as a matter of state security and to hedge them around with elaborate embargoes and publication ceremonies. A bit more open Government might—and nobody can say more than that—have prevented the Clegg debacle.

Meanwhile, the postmortem continues, to the necessary discomfort of all concerned. Now, it seems, the Scots (who already have been offered significantly more than the English: why?) have tried to cast doubt on the figures used to establish comparative salaries for graduates starting in industry and commerce. Shortly, the arbitrators will apply their rule of thumb to the revised Burnham offer. Mrs. Thatcher waits the while, gnashing her teeth in the background, all her anti-DES prejudices confirmed, staring up the evidence of departmental shortcomings for future use, and sharpening her two-edged sword.

The response of the local authorities and the Society of Education Officers has been to make very heavy weather. Indeed of the workload and the cost. But the whole point of the exercise is that it should not be turned into the bureaucratic bonanza and paper mountain that the I.E.A.s are conjuring up. It is an argument for procrastination or freedom not to comply. Of course, there is a cost; but Parliament was right to think it a necessary cost. Mr Carlisle's credibility will take a nosedive if he cops out now.

It is right and reasonable that parents should have ready access to the information checklist that the DES document puts forward if they are to make the proper choice of school governors and make public exam results, and curriculum information that is in many bases has not been provided before.

The discussion paper given limited circulation as a preliminary to draft regulations (page 6) suggests that each school's information kit might describe how disciplines is organized, how sex education and RE are taught, provide the telephone numbers of school governors and make public exam results, and curriculum information that is in many bases has not been provided before.

It would, indeed, be expensive to produce glossy brochures, or to take up the time of town hall staff producing standard replies. But it would not even matter if the parents only got something on the lines of "Round up your children from the school to start with—that might tell them something about the school's facilities, too. What does matter is that the information should be thought about and made available, and that the Government should stick to the spirit of that particular promise.

If the Government wants to salvage the last vestiges of its election education policy, it had better go ahead and implement Section 8 of its 1980 Education Act without allowing consultations to hold it up indefinitely. To put it more clearly, stop listening to the moanings of the local education authorities about how inconvenient and expensive it would be, and issue the draft regulations requiring every school and I.E.A. to publish the information every parent ought to know, in time for September, 1981, admissions.

In the run-up to the General Election, both major parties were falling over each other

## Comment

## What should the state pay for?

Professor Charles Carter, the former vice-chancellor of Lancaster University, now presides over the research and management committee of the Policy Studies Institute. With Professor Thomas Wilson he has this week published the PSI's Discussion Paper No. 1275 under the title *Discussing the Welfare State*. A very slim volume of 18 small pages, it consists of two rather disparate articles: an analytical piece by Professor Carter on "The Purposes of Welfare Services" and a more messy review by Professor Wilson of "Poverty and Selectivity" which might have been sub-titled "Beveridge Revisited".

Professor Carter's questions about the Welfare State are about where limits should be set. To decide how much social security the state should provide there has to be a consideration of aims which enables a judgement to be made as to what should be done by collective (state) action and what the individual should be responsible for. The Beveridge plan, with its emphasis on non-means tested, insurance based schemes, aimed at putting a floor under every family. Subsequent policy has relied more and more on means tests and less and less on minimum state benefits. To decide what is desirable, and how much of what is desirable should be provided by the state, there has to be a discussion of the relationship between personal and collective responsibility and personal and collective benefits.

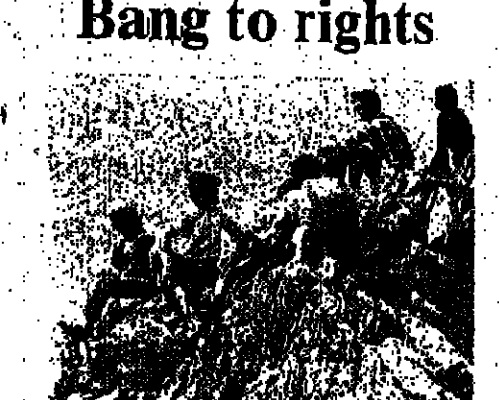
Professor Carter notes that full-time education, fully paid for by the state, is provided for the five to 16 age range, as of right, and sees no reason to challenge this. And, similarly, from three to five and from 16 to 18, he accepts that in principle this should be free and optional. But he clearly seems to more carefully worked out public interest criteria to decide how much the state should contribute to the under threes (as opposed to exclusively private) public care, provision might be free, the subsidy falling away as the balance between public and private benefit changes.

This would obviously point towards discriminatory funding of higher education—with free tuition and full maintenance grants—

for some courses which "yield a benefit to the community" at one end of the scale, and other courses for which the private citizen would have to pay in full, whatever his means. Professor Carter also suggests that those of "high ability" might reasonably be publicly sponsored, whatever their chosen field, because they provide "the standards of our civilisation".

Without reaching any firm conclusions, Professor Carter's discussion of limits is useful. In the light of Dr. Boyson's stated intention of looking again at grants and loans and scholarships. No sensible policy is likely to emerge without a clearer set of criteria for public spending on student support which can command general acceptance.

## Bang to rights



A generation of fictional war films, such as *The Dirty Dozen*, have shown assorted malefactors transformed into an efficient, mean fighting team by shared adversity, harsh training, and a common enemy (the NCO). There is just a hint of Hollywood cliché in Terry Casey's plan (page 8) to set up special Outward Bound-type courses to divert young Artful Dodgers from the paths of wrongdoing.

But it is also so easy to sneer at what is a perfectly serious attempt to prevent juvenile crime at its earliest stage, to the benefit of both society and the individual. Many of the most vocal critics of the proposal seem almost wilfully to have misinterpreted it and linked it with punishment and Mr Whitlaw's short, sharp shocks for older offenders.

Anybody who professed to have identified the causes of juvenile crime would deserve to have his credentials examined with scrupulous care. But if it is acknowledged that social deprivation and cramped life chances provide some of the social circumstances in which delinquency flourishes, it must be worthwhile looking for ways of countering these by offering youngsters a fuller and more stimulating school life.

Of course many young people commit minor offences more or less as part of the

process of growing up, and there is a danger that too strong a response—such as confining them with other young offenders—may turn them into long term criminals. But serious crime by teenagers has been growing over recent years; it is not reasonable to refuse to consider any short term measures and confine the debate to sociological generalities.

There is an opposite danger that with the shortage of new ideas any new scheme, however ill-conceived, could be approved on an experimental basis. But the broad principles of Outward Bound are well tried. Arduous outdoor activities like rock climbing have been proved to bring out hidden personal qualities in people as well as developing their sense of team-work. The best Combined Cadet Forces recognized this a long time ago. At a simpler level such courses may give children their first chance to escape the confines of inner city life.

The Outward Bound Trust has had its successes with awkward youngsters, but these have always been in a minority on their courses. Mr Casey's plan is rather different. It is aimed at middle school children, with whom there is less experience of this sort of activity, and at those marked down as potential trouble-makers.

They would go for three to six months (unlike the week of Outward Bound), probably too short a time to overcome the effects of the home background but long enough to create problems for a child having to go back to a life he may have been taught to dislike.

An obvious limitation of the scheme is that those on the courses will have to be volunteers, and have the support of their parents. In some respects the idea corresponds to the old idea of sending children "in boarding life" to enjoy the rigours of public school which could be one of the new/old uses for the public schools after Mr Kinnock has closed them down.

## Don't take no for an answer

If the Government wants to salvage the last vestiges of its election education policy, it had better go ahead and implement Section 8 of its 1980 Education Act without allowing consultations to hold it up indefinitely. To put it more clearly, stop listening to the moanings of the local education authorities about how inconvenient and expensive it would be, and issue the draft regulations requiring every school and I.E.A. to publish the information every parent ought to know, in time for September, 1981, admissions.

In the run-up to the General Election, both major parties were falling over each other

## No comment

"The county council would like to appeal once again to people living near the school to keep an eye open for damage. I know it is difficult sometimes to distinguish between genuine after-school activities on the premises and intruders."

From the Basingsheoke Gazette, April 18, 1980



## The outsiders

**We're all working for you.**

3 Andrea  
Leics, Lincs,  
Northants, Notts,  
Salop, Staffs,  
Warwicks.  
4 Roni  
Derbys, Humber,  
Yorks.  
5 Gillian  
Bury, GMC, Oldham,  
Rochdale, Salford,  
Stockport, Tameside,  
Trafford.  
6 Sue  
Chesh, Chwyd.,  
Cumbria, I. O. M.,  
Lancs; Bolton,  
Wigan, Mersey,  
St. Helens, Knowlton,  
Liverpool, Sefton.  
7 Anne  
Chesh, Chwyd.,  
Cumbria, I. O. M.,  
Lancs; Bolton,  
Wigan, Mersey,  
St. Helens, Knowlton,  
Liverpool, Sefton.



## NEWS

## Local authorities clash with Heseltine over spending plans

By Sarah Bayliss

A delegation from the Labour-controlled Association of Metropolitan Authorities met Mr Michael Heseltine, the Environment Secretary, this week and denied that local government is set to overspend by £700m, as he had estimated.

The association has refused to endorse a Government circular sent to council treasurers by Mr Heseltine last Friday, asking them to revise their budget predictions for 1980-81 in the light of the over-spending forecast.

One Labour authority—Sheffield city council—will make no more cuts but will politically rebudget its original budget without changes. Other Labour councils are expected to do the same.

Mr Heseltine has given the authorities until August 1 to trim their spending plans. His action was prompted by the latest budgetary returns which show that spending is 5.6 per cent above the figure calculated when the central government rate support grant was agreed.

Education overspending is not at the top of the list: it is just 2.6 per cent above the Government's target. Overspending on the school meals service, however, is 60 per cent because only £100m has been saved when the Whitehall target was £220m.

Mr Heseltine's circular warns the councils that if they do not meet his targets, the Government would consider "other means" of achieving its objectives.

The AMA says the circular backed by the threat of penalties is premature; the estimates are traditionally unreliable and are always exaggerated at the start of the financial year.

Mr Jack Smart, Labour leader of the AMA says that accountability procedures could account for an inaccuracy of up to £43m, and that the real amount of over-spending is about 2.5 per cent. "We've told Mr Heseltine he's got his sums wrong," he said.

Meanwhile, the AMA has advised its 77 member authorities to decide for themselves what the response to the circular should be. The issue will be discussed at a policy meeting in mid-July.

Mr Peter Horton, chairman of Sheffield's education committee, whose council has cut £9m this year, said: "We shall co-operate by pointing out the efforts we have already made. We cannot co-operate by making further cuts."

Sir Gervase Walker, Conservative chairman of the Association of County Councils says the budgets show a "larger excess than usual" and has recommended that the counties co-operate in re-examining their figures.

He has also said that budgets at this time of the year "tend to overstate the eventual actual level of spending."



Usha Rani Mal, 25, of Baptist Church School, Slough, has made an embroidered panel to be hung in a Heathrow meeting place of the multi-denominational Universal Brotherhood.

## Proposals for school governing 'a curate's egg'

by Diane Spencer

The Inner London Education Authority denied this week that physically handicapped children receive inferior education in their special schools.

Last week, Claire Tomalin, literary editor of *The Sunday Times*, said in an article in the paper that she was a victim of a "curate's egg".

The proposals, set out in a circular document from the Department of Education, describe changes that should follow the Education Act. The Act gives parents and teachers the right to be consulted on the future of their child's education.

The department suggests that: ● parent and teacher governing should serve for three years, with a suggestion that parents and children leave the school should be allowed to serve out their term while teachers should stop at the end of their term.

● heads who are not full members of the governing body should be entitled to attend its meetings; ● both heads and teachers should withdraw from any discussion of their own employment (and, in the case of teachers, of the employment of anyone senior to them); and ● the governing body passes a resolution to the contrary.

● all governors should be able to stand for election as chairman; ● governors absent for a long period (perhaps four meetings) should be asked to resign; ● no person should serve on more than four governing bodies, even if they cover schools of different ranges;

● a three-year standard term of office for governors might be introduced (at present it varies according to the local election cycle);

● pupil governors should be asked to withdraw when individual pupils are under discussion; and ● the governing body might be asked to make a decision on expenditure.

The regulation might require that agendas for and minutes of meetings should be available to teaching and non-teaching staff, parents and pupils. Minutes of the affairs of individual teachers and pupils would be excluded.

Copies of the document have been sent to all local authority associations, the main voluntary school associations, teachers' and education officers' associations, and parent groups. Replies are requested by the end of July, when draft regulations will be drawn up. With luck, the new arrangements should come into effect in September 1981.

Mrs Joan Salis, one of the two parent members of the Taylor Committee, said this week that she welcomed the suggestion that the minutes and agendas of governing meetings should be generally available, which she called "remarkable".

She said the proposal that any member of the governing body could be elected chairman was also good news, she said, since many LEAs currently imposed on governing bodies a chairman belonging to a particular political group.

The National Union of Teachers has also opposed the exclusion of teaching staff from the discussion of individual employment or disciplinary cases.

Mr William Petty, chief executive officer of Kent and president of the Society of Education Officers, said this week that he welcomed the proposed three-year term of office for governors, which would put governing bodies out of step with the counties' four-year election cycles (county councils are in a three-year cycle).

Also contentious, he thought, were the sections on pupil governors and the publication of information about meetings. Agendas and minutes contained details of specific problems to be discussed and their general availability could be awkward.

The National Union of Teachers, who said they were "surprised and cross" not to have been invited to these preliminary consultations, warned that the publication of exam results was likely to lead to school league tables.

## NEWS

## Authority replies to a mother's charges about her handicapped son's education

### Special schools not inferior says ILEA

by Diane Spencer

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loaded" and would therefore tend to produce an increased score from a child with more articulate family; IQs obtained at an early age were less reliable. Moreover, his findings were not definitive and he would like to reassess her son in a year's time.

Mr Harvey also pointed out that Mrs Tomalin's allegation on the subjects and examinations offered at her son's school were inaccurate. The school offered O and A levels, not just CSEs, as she claimed; it also offered a two-year science course for the exam stream, whereas she said it did not offer science at all. However, it was true that the school day was shorter than that of an ordinary school as she had claimed.

Mrs Tomalin argued that the biggest disadvantage of her son's life, apart from his handicap, was his social isolation. "Whereas he had friends when he went to a local private nursery school, he now has almost none. When I asked where his IQ failure lay, I was told it was not in reading or mathematics but in (if I heard rightly) 'social' skills."

Mr Robert Harvey, the assistant education officer for special education, denied that she had been told this. The regional educational psychologist had explained to her that the early test was "verbally

She would like her son to be educated properly by the state. "Or, if I could buy him a proper education I would do so."

She had approached several private schools in London, but all gave one refused to take him without seeing him because he is in a wheelchair. "One headmaster said he thought it unreasonable to expect normal children to accept handicapped ones. But American friends tell me that during the years of polio, children were commonly educated in American schools; perhaps that is why America is so far ahead in its treatment of the handicapped now."

She was grateful to ILEA for not turning him down flat. They had offered him a boarding school place but she had refused because he would become even more isolated. "If I can manage to give him a near-normal home life, it is really beyond the wit of the ILEA to give him a near-normal education?"

"The ILEA's aim seems to be to report on the future of special education for the next 20 years. Mr Harvey emphasized that Mr Brennan was not producing a master plan; he was looking into the factors which must be considered if handicapped children are to be integrated more fully into ordinary schools."

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Mr Harvey also pointed out that Mrs Tomalin's allegation on the subjects and examinations offered at her son's school were inaccurate. The school offered O and A levels, not just CSEs, as she claimed; it also offered a two-year science course for the exam stream, whereas she said it did not offer science at all. However, it was true that the school day was shorter than that of an ordinary school as she had claimed.

Mrs Tomalin argued that the biggest disadvantage of her son's life, apart from his handicap, was his social isolation. "Whereas he had friends when he went to a local private nursery school, he now has almost none. When I asked where his IQ failure lay, I was told it was not in reading or mathematics but in (if I heard rightly) 'social' skills."

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## Break up will blight job prospects

Breaking up the Inner London Education Authority would lead to greater expense, frustration among parents and blighted career prospects for teaching and other staff, says a joint statement prepared by the major teaching and public service unions. They include the National Union of Teachers, the National Association of Schoolmasters/Union of Women Teachers, the Assistant Masters' and Mistresses Association and the National and Local Government Officers' Association.

In their statement, which has been prepared for submission to the ministerial working group on the ILEA chaired by Lady Young, the unions highlight the opportunities for career advancement in an authority of ILEA's size. This is crucial for the recruitment and retention of staff, they say. "No smaller authority could match this attraction and it is clear that the service is as good as the people it attracts."

Referring to the Baker Report's proposal that education powers should be handed back to the individual boroughs, the unions comment that none of the local boroughs has any experience of education and almost all have no wish to embark upon it.

In the post-school sector, the unions comment that a joint committee of 12 boroughs would create all the problems seen in microcosm in other parts of the country. Clashes of interest, differences of financial capacity and inexperience in running highly complex institutions would create indecision and the boundary between school and FE control would create enormous difficulties.

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## NEWS

Outdoor pursuits leaders reply to a plan to send violent children on survival courses  
Rough training is not rough justice

by Bob Dole

Leaders of the Outdoor Bound movement have rejected the idea that their training methods should be used to punish young offenders. Last week, Mr Terry Casey, general secretary of the National Association of Schoolmasters and Union of Women Teachers, called for three months' arduous physical training in rough country to prevent young delinquents from "ending up in the social dustbin".

Mr Roger Turnham, warden of the Outdoor Bound Trust's first Mountain School, in Eskdale, Cumbria, flatly denied that there was any punitive or corrective purpose in the trust's methods. He criticised Mr Casey's suggestion and also the way Mr Casey's secretary, Mr Wilfrid Whalley, had recently equated the Outdoor Bound idea with his "shock, sharp shock" treatment.

The plan also got a cold reception from Education Secretary Mr Mark Carlisle.

Mr Turnham spoke out at the celebration of the Eskdale OB School's thirtieth birthday. He made it clear that while the courses there may be "tough" they were not brutal.

"It is not a corrective atmosphere but a caring one in which staff and students work together to build a satisfactory communal life." The intention was that students should enjoy the course.

Young offenders were sometimes included among students at the Mountain School and they often benefited from it. But the course alone could not overcome the massive social deprivation suffered by some of them.

He was immediately supported by the chairman of the school's board of directors, Mr Peter Boulter, director of education for Cumbria and a keen fell walker.

"I am not too keen on the idea of trying to deal with a whole group of young people together, none of whom want to come and who see it as a punishment." There was the drawback of some of the intermediate treatment schemes.

Opinion was divided among the guests at the Eskdale celebration—past students, instructors, OB supporters and representatives from

local authorities who send pupils on courses. One local authority pursuitor admitted to being able to identify specific pupils who had been "saved" from "going wrong" by Outdoor Bound. No one thought it did anyone harm, provided whole courses were not given over to delinquents.

One instructor said the residential courses often gave youngsters on probation a chance to "try out" a new identity or way of behaving in fresh surroundings. They were often the ones who threw themselves into activities with the greatest enthusiasm; they were "so physical" and often were achieving something for the first time.

The relationships they built up were a new experience also, but the end of the one or three week course came "as a bit of a let-down". Mr Casey's plan was discussed at a two-day conference in Birmingham last week. A working party has now been set up to try to raise £750,000 from industrial sponsors for an experimental scheme for 30 or so 11 to 13-year-olds. They would be kept at a remote centre for three to six months for "rigorous" survival training.

But Mr Mark Carlisle, the Education Secretary, warned the conference there could be "absolutely no compulsion" on youngsters to go on such courses. "You can't do this unless the parents are agreeable and one fact with the difficult children of that age is that the parents are not necessarily likely to be the most cooperative parents."

He added, "The Outdoor Bound type of scheme may be extremely important for the 14 year old who has started causing problems of vandalism and damage in the classroom but I am still a critical cynic as to whether that is the right solution for those who are aged 14 and necessarily be the right solution for those of younger age."

The plan has outraged Mr Colin Ball, chairman of Outset, which like Outdoor Bound aims to develop the young's self-reliance, confidence and responsibility but which works through community service.

"Mr Casey's half-baked nonsense" was "a distortion of a good idea", he said. It confused self-development with punishment.



Rock climbing, Myhr Tjell Outdoor pursuits centre.

## Public image of teachers 'at lowest'

by Richard Garner

The image of the teacher in the eyes of the public had never been lower, Miss Penne Yaffe, general secretary of the Association of Career Teachers, said at his annual conference at the weekend. Miss Yaffe said that teachers had to ask themselves whether they were professionals or trade unionists, adding: "If we are professionals, then we cannot expect to be treated as such by the public."

She criticised teacher union local education authorities and the Local Education Councils for the way they had played down negotiations on pay and conditions. "The result of all this is that the education and welfare of children continues to suffer, the position of the teacher is being undermined, and our image in the eyes of the general public has been lowered."

Miss Yaffe was "in complete agreement" with Mr Michael Bigg, the new president of the National Association of Head Teachers, who said in his presidential address that teachers who were "enthusiastic for strike action" should leave teaching, adding: "There are enough good teachers to take your place."

## Ballot proposed

The Nottinghamshire branch of the National Union of Teachers is to ballot its members to discover if they would support a full action on two long-standing disputes with the local education authority, staffing levels in nursery schools and the sacking of Mrs Eileen Crosbie.

Mrs Crosbie was fired for refusing to teach in a nursery where she considered the staffing levels unsafe.

The union is disappointed that it has made no headway over reinstating Mrs Crosbie. They say the authority is adamant that her return must be left to an independent tribunal as she was in breach of her contract. The union says it should be dealt with by a negotiated settlement between the NUT and the authority as she was sacked for following union advice.

The executive is likely to recommend that the industrial action for next Thursday break down again.

On the staffing issue, the executive feel they can resolve this in future talks and are willing to recommend any union action.

## Dons' leaders held back from militancy

Leaders of the 32,000-strong Association of University Teachers have been held back from militant action over pay. Instead, they began on Monday with a campaign of parliamentary lobbying.

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## Threat lifted

The threat of redundancy has been lifted from teachers in Oxfordshire following talks between union officials and county councillors.

The education authority handed 62 redundancy notices to teachers but the number was reduced to 24. During negotiations the county council said that no one would be made redundant.

The jobs of 222 teachers on fixed-term contracts may have been safeguarded. The county council has said "every effort" will now be made to find the teachers jobs. Mr Doug McAvoy, deputy general secretary of the NUT, said success of the talks was due to a measure of union determination.

## NEWS

can't add to teachers' peace of mind, believing themselves "healthy", to know that an "invitation" from a local education officer to go for a medical examination can lead to the sack—if they refuse to go. But it happened last year, in Lancashire, and it was not merely a medical, it was a psychiatric examination. "I was asked to go to a medical office who had no medical qualifications."

When the story came before an industrial tribunal, the members did not disguise their thoughts: "We take the view that any ordinary person who is asked to go to a medical office who had no medical qualifications, it was suggested that they should have a psychiatric examination and perhaps even more so when such a request is made not as the result of a medical examination but to take the view that requests for such an examination should be tactfully handled and should not emanate from a layman."

The tribunal also found that Lancashire had justified the request for the medical by referring to a report which did not apply to a regularly working teacher, but to one who has been away ill for a long time.

So they decided the teacher had been unfairly dismissed. Lancashire was ordered to re-engage her by June 30. But Lancashire, despite being found to have acted unlawfully, had already said that she will not be re-engaged.

Nevertheless, the county education authority seems to have taken no notice of the tribunal's report. In April this year, two months after the report reached Preston County Council, district education officers received a circular from the chief education officer, Mr Andrew Collier, advising them how to approach teaching staff on the subject of medical examinations, particularly "about the wording of the consent form to be signed by employees".

It is from this suggestion that amounts to a complete "lay down your arms" to teachers. It begins, "I acknowledge that I am obliged to undergo whatever medical exami-

Refusing a medical examination can lead to dismissal. Bert Lodge reports

## Fit to be sacked

nation(s) that Lancashire County Council require me to attend under my conditions of service."

Local association secretaries of teacher unions were sufficiently concerned to have the circular put on the agenda when they met the chief education officer this week. Meanwhile, they are advising their members to have nothing to do with him to the brand new Tawd Vale High School. There was early friction when Miss Davies, deputy head, had to take time off as research assistant to the Taylor committee on school management. She was also doing a MEd degree with Mrs Beryl Kingston, a London teacher, who had lodged a complaint with an industrial tribunal alleging constructive dismissal.

When Mr Burnett took over the headship in April, 1977, following the death of the first head, the attitude of some teachers "did not change", the tribunal found. "There was still a refusal to work through her. They wanted to be rid of the applicant. Most of the teachers at the school were young and inexperienced in their first teaching appointments and there was a number of them who regarded her as a figure of fun."

The tribunal noted that "at first Mr Burnett supported the applicant (Miss Davies). . . Gradually Mr Burnett's support began to wane. But it was not deliberately attempting to create conflicting situations with other members of staff, neither did she exhibit any irrational behaviour when dealing with them."

It is also on record that on two occasions, once in the time of the first head and again shortly after his death, Miss Davies applied for a transfer from Tawd Vale. A development of considerable significance in the light of all that happened subsequently is recorded six months after the new head took over: "In November 1977 Mr Burnett saw the senior education officer, Mr Hetherington, and told him he was concerned that the applicant

a shambles of wrecked communications, discord, acrimony. More, Miss Davies' relationship with the remainder of the staff did not appear to have been much better.

This said affair began almost when the school opened in September, 1975. The first head brought two members of his former staff with him to the brand new Tawd Vale High School. There was early friction when Miss Davies, deputy head, had to take time off as research assistant to the Taylor committee on school management. She was also doing a MEd degree with Mrs Beryl Kingston, a London teacher, who had lodged a complaint with an industrial tribunal alleging constructive dismissal.

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(Miss Davies) had a possible personality problem which might be due to a medical origin."

In March 1978 Mr Hetherington requested Miss Davies to go for a medical examination "because he said the authority was concerned about her fitness to satisfactorily perform her duties".

For some years there have been disquieting reports of teachers being requested to undertake medicals coinciding with their relationships being particularly bad with either the head or other members of the staff or both. The 755, June 10, 1977 reported a London teacher, Mrs Beryl Kingston, had lodged a complaint with an industrial tribunal alleging constructive dismissal. She claimed pressure was brought to bear upon her to resign, including being ordered to have a medical. She took the medical but also took the precaution of having one in Harley Street first where she was pronounced perfectly fit.

She claimed that when she saw the authority's doctor she was told that her physical and mental health was not good. On being passed fit she was told by the doctor that it was really a political medical. "Plenty of other teachers turn up in the medical rooms at County Hall when they have got across their heads," Mr Fitzherbert Brockholes said that an application for any other job from Miss Davies would be considered. The authority will pay compensation, of course. But Miss Davies reckons that cannot amount to more than about £9,000. With over 20 years service left she could have earned about £200,000.

After Miss Davies refused the initial request to have a medical it was renewed by the senior education officer on July 12, 1978, this time adding that the authority's consultant psychiatrist would also be present. Miss Davies subsequently told the tribunal that she strongly resented any form of psychiatric examination. It would be prejudicial to her career and she wanted time to seek advice.

She subsequently pointed out to the Lancashire authority that the regulations relating to sick teachers which it based its case on did not amount to authority for a psychiatric examination. But she would submit to a medical, provided her own doctor was present and the authority would satisfy her in writing why she should be examined.

The authority went some way towards meeting these conditions, but it was not willing to put so much in writing as Miss Davies had requested. She demurred further and at a meeting of her school governors on September 26, 1978, it was decided to request her dismissal to the authority.

The tribunal found: "The governors decided she had had sufficient time to accede to the requirement to take the medical examination. . . From the moment the applicant walked into the room nothing was said about her conduct. It all centred on paragraph 4c" of teachers' sick pay regulations.

The tribunal did not order reinstatement in view of the poor state of relationships with some teachers at Tawd Vale. So there must be re-employment. Two means of re-employment were suggested. One was to put Miss Davies somewhere else in the Lancashire authority.

The authority says it won't. And in this defiance it is within the law. However, Mr Fitzherbert Brockholes said that an application for any other job from Miss Davies would be considered. The authority will pay compensation, of course. But Miss Davies reckons that cannot amount to more than about £9,000. With over 20 years service left she could have earned about £200,000.

All this for simply refusing to have a medical. . .

## 'Sneeze season' threat to exams and jobs

Hundreds of school children and college students fail to find good jobs because they suffer from hay fever, a medical expert claims this week.

Peak, George, talking for examinations to be cancelled in the high pollen months of June and July will be a winter interest.

Dr George, who works at the Midland Asthma and Allergy Research Centre, said that it is unjust to expect students suffering from the terrible misery of hay fever to sit exams at the worst possible time. Their entire careers can be in jeopardy. There is no doubt about it. Exams are usually a one-off thing.

I feel very strongly that education authorities should change the examination months. There are 31 pollen-free days between May 1 and June 1. Exams should be held in June.

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## Bid to stop college taking S. Africans on nuclear studies

by Biddy Passmore

The Anti-Apartheid Movement is to put more pressure on Imperial College London, to stop it admitting South African students to a new course on nuclear technology.

The movement says the course will help with the development of a nuclear weapons programme in South Africa, which has not signed a non-proliferation treaty. It alleges that the admission of South African students to the course, would thus conflict with a United Nations resolution passed last December which restricts cooperation with South Africa in medical, safety and agricultural fields.

Imperial College has already disassociated itself from an advertisement placed in its South African press last autumn by the Electricity Supply Commission of South Africa, inviting applications for the one-year course in nuclear fuel technology. Lord Flowers, Rector of the college, said last week that the advertisement had been placed without the college's prior knowledge or approval and he has now written to Escom to complain.

However, the college refuses to ban South African students from the course which, it says, deals only with the civil uses of nuclear technology. The college does not discriminate against individual applicants for courses on grounds of race, nationality, colour or creed," said a statement issued on behalf of the governors last week.

Mr Mike Terry, executive secretary of the Anti-Apartheid Movement, said this week that the movement did not intend to let the matter rest there. "The issue is not whether the advertisements appeared with Imperial's approval or not," he said, "but whether the college is going to contribute to South Africa's nuclear weapons programme."



Lord Flowers.

## UK contribution to UNICEF trimmed

Britain has become the first major donor country ever to reduce its contribution to the United Nations Children's Fund (UNICEF).

In 1979/80 it gave £7.6m to the Fund but this has been reduced to 23 per cent to £5.8m in the current financial year.

The cut is part of the overall reduction of the British aid programme. But UNICEF has been harder hit than other members of the United Nations' "family" of relief agencies, because Britain has long-term funding commitments to many of these.

UNICEF spends approximately £125m a year on emergency relief and community-based social and education programmes around the world.

At its recent annual general meeting in New York, Mr James P. Grant, the fund's director, said that 13 million children died unnecessarily each year from malnutrition, disease and a lack of clean water and sanitation.

## Threat lifted

The threat of redundancy has been lifted from teachers in Oxfordshire following talks between union officials and county councillors.

The education authority handed 62 redundancy notices to teachers but the number was reduced to 24. During negotiations the county council said that no one would be made redundant.

The jobs of 222 teachers on fixed-term contracts may have been safeguarded. The county council has said "every effort" will now be made to find the teachers jobs. Mr Doug McAvoy, deputy general secretary of the NUT, said success of the talks was due to a measure of union determination.

## Fear of too much intervention by state if exams merge

by Richard Garner

Government plans to merge GCE O level and CSE examinations into a single system of examining at 16 could lead to more state intervention in the school curriculum, say a pamphlet published by the National Union of Teachers today.

The union is concerned that plans to transfer the responsibility for examining at 16 to the local education authorities could lead to more state intervention in the school curriculum, say a pamphlet published by the National Union of Teachers today.

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## Labour groups also want written service contracts

by David Lister

Local authorities will continue to negotiate conditions of service, but the new Labour AMA representatives will have the power of veto on decisions made by the AMA. The new group on the AMA will have heavy majorities on the important policy and education committees when the majority party changes in July. But in flooding out those and other key committees, they have forfeited control to the Conservatives of the arts and recreation, general services, and police and fire committees.

The new chairman of the AMA education committee will be elected on July 7. The contenders include two former chairman, Mr Nikki Hackett and Mr Peter Hackett, a former chairman of the Education Committee of the Council of Education Authorities which

tem proposed by both the Waddell committee and the Government is intended to cater only for the top 60 per cent of the ability range in each subject.

For this reason, it continues there is a need for a profile on all pupils at secondary school and be available to potential employers. "The need for such a profile is particularly crucial in the case of pupils for whom the examination system is inappropriate," adds.

It is essential that pupils who are not successful in external examinations should have parity of esteem with those who are and that the professional time and effort devoted to the assessment of their particular qualities and talents should be comparable with that expended on examination candidates.

In conclusion, however, the union says it welcomes in principle the Government's recognition of the need for a single system of examination at 16-plus but regrets the Government has not stuck closer to the original suggestions put forward by the Waddell committee.

The NUT says that the new system proposed by both the Waddell committee and the Government is intended to cater only for the top 60 per cent of the ability range in each subject.

## Full fees charge

Labour is to drop the proposal to charge former pupils of independent schools full cost fees (now ranging between £2,000 and £5,000) if they go on to university. This was the most controversial point in a working party document on the private schools drawn up by a working party under the chairmanship of Mr Neil Kinnoch, Opposition spokesman on education.

At a meeting of the party's education subcommittee, subcommittee, held on Monday evening to consider the document, moderates apparently convinced the more militant members that the proposal was both unjust and a vote-loser. It will now be dropped before the party goes to a meeting of the home policy committee on July 7.

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## New special education advisory body

Special education experts are planning to set up a new advisory group to replace the defunct, quango, the National Development Group for the Mentally Handicapped.

The group was set up in 1975 by Mrs Barbara Castle, then social services secretary, to advise her department on targets, standards and priorities for the mentally retarded. It was chaired by Professor Peter Mittler of the University of Manchester.

Universally, a leading expert on the mentally handicapped, and was wound up in April. The guiding spirit behind the new organization is Mr Stanley Smith, head of Ravenscroft Village, the mental subnormality unit at Manchester.

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## OVERSEAS NEWS

South Africa

### Boycott gets results but price will be paid by next year's classes

by John Kane-Berman

JOHANNESBURG

Violence has flared again in South Africa's black and Coloured townships and with the school boycott by Coloured and Indian children now well into its third month there are fears that many pupils will have to repeat the year.

As a result, classrooms are likely to be even more overcrowded next year than usual. The head of Westbury senior secondary school in Johannesburg's Newclare Coloured township said: "Upgrading of the education system was the point of the boycott, but the actual effects will be a deterioration in standards."

Even so, the children have achieved much that is concrete in their campaign against what they have described as the "gutter" education meted out to them. The normally complacent Coloured education authorities have been forced to admit to deficiencies in the system and to announce a programme of improvements.

Nobody takes seriously the remark of Mr Marais Steyn, the Minister in charge of the country's Coloured minority, that, "We did

not need boycotts to tell us what needed doing. We have a conscience and also an understanding of what is required."

Mr Steyn's department has now announced several steps:

● Finance for school books will be increased by a third in order to wipe out the long-standing book supply backlog in Coloured schools by the end of the year.

● Repairs to schools damaged in the 1976 disturbances—in which Coloured schools in Cape Town played a prominent role—will be speeded up so that this backlog will also be eliminated by the end of the year.

● The budget for new schools will be increased, and new schools will in future have facilities like halls and sports fields.

● An agricultural college for Coloured people is to be started at Uppington in the Cape.

● A technical training centre for Coloured adults to provide artisan training is to be opened in the Cape peninsula next year.

● Technical college facilities for the Coloured population are to be expanded.

● Additional funds are to be provided to improve teachers' qualifications, and in future would-be

teachers will be required to complete their own school before entering teacher training.

In another development Prime Minister, Mr F. W. de Klerk, announced when Parliament met June 13, after completing its sitting, that the Human Sciences Research Council will be asked to launch an investigation into the country's whole education system. The investigation will cover a range of pre-primary to tertiary level, and embrace all four racial groups.

Mr Botha said that the Commission would be asked to report within a year on "guidelines for a practicable education policy", including the control structure, financing arrangements, and the effect of the apartheid system on recommendations on "a program whereby equality in education for all population groups is attained".

Initial reaction to Mr Botha's announcement has been lukewarm. The Council of Education said it was disappointed that investigation was being undertaken by the Human Sciences Research Council and not by a pre-arranged commission of inquiry.



Dr Boyson with Mr. Brian Smith, British Columbia's Minister of Education, in Vancouver.

Biddy Passmore hears Rhodes Boyson on North America

### Abroad thoughts from home

British junior education minister Dr Rhodes Boyson took advantage of the Whit recess to take a trip to Canada and the United States—what his hawkeyed Private Office calls a "Boyson special" since the independent Minister often waves a cheery goodbye and disappears it knows not where.

Not for him the precisely planned schedule with a telephone contact number for every minute of the day.

First to Burnaby, British Columbia, where the Simon Fraser University had invited him to a select international symposium on "Family Choice, Schooling and the Public Interest". "Education," says the doctor approvingly, "is a major issue in which elections are won and lost in British Columbia."

The issue of the moment is denominational schools, which the province has just started to subsidize out of public funds. At the moment, it is only paying a small percentage of the schools' costs but, warns Dr Boyson with long experience of our voluntary schools, the percentage will grow as sure

as night follows day. He sees signs of a religious revival in the province. "It's just like Brent", where both Roman Catholic and Presbyterian parents are clamouring for an education for their children with a stronger moral and religious content than they get in state schools.

Public funding of denominational schools is ruled out in the United States by the Constitutional separation of church and state, but other methods of extending choice in the state sector have been tried, notably the selective voucher experiment in California. Its gurus, Drs Sugarman and Coons, were at the symposium too.

From Canada, he moved on to Washington DC, for talks with the Deputy Education Secretary, Ms Margaret McKenna at the newly created Education Department. Until recently, Education was lumped together with other aspects of social policy in the giant Department of Health, Education and Welfare. The Education Secretary herself, Ms Shirley Hufstader, was out of town.

Mr McKenna is "a forceful operator," says Dr Boyson, who has an office in Washington and the Head Start programme pre-school children, started in social reforming days of President Johnson and still an education bone of contention.

"There's still a query over far as I'm concerned," says doctor. But he approves of stress the programme has on community and parental involvement. The children are not handed over to the state.

Most interesting of all is the champion of the bright child, ever, are the efforts now being made in the United States to develop programmes for gifted and talented children. The Education Department gives pump-priming money to states to encourage the development of extension programmes for children, similar to those put in place in this country.

The backing of the National Association for Gifted Children. "The Americans are moving towards some form of selection," claims Dr Boyson. "through fear of Russian competition." The Republicans support special programmes more than Democrats, he says, although it is no clear split. But Dr Boyson's director of gifted and talented programmes at the Department, still finds a lot of opposition to the idea of special treatment for the clever and talented.

He told Dr Boyson that he to get money for "affirmative action for intellectual" programmes for the disadvantaged. The programmes were helping deprived children in downtown areas to develop gifts.

For all his time abroad, Dr Boyson has not lost sight of the problems at home. He has been particularly concerned about the shortage of teachers, and the need to attract more people to the profession.

He has also been thinking about the need to improve the quality of education, and the importance of teacher training.

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## OVERSEAS NEWS

United States

### California's educators fight rising tide of court cases, Clive Cookson reports



The Netherlands

### Dutch call for contact over chips

by John Richardson

THE HAGUE

A national working group to encourage the introduction of educational television in the Netherlands is calling for a microchip in Dutch schools, has been recently set up.

The group, Teachip, consist of primary and secondary teachers, and members of teacher training colleges and the computer and publishing industries.

The secretary of the group is Dr C. van Rummel, P. C. Hoofstede, Zeist, The Netherlands, who is in contact with others in this field.

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LOS ANGELES

The Los Angeles school district is sued at an average rate of once a week. Many of the lawsuits are fairly straightforward—for example, personal injury claims by school employees—but others lead to numerous time-consuming court cases, and together they place an extraordinary legal burden on the district.

The state board of education, which oversees school districts throughout California, is currently defending 52 separate lawsuits, and the board has to spend one third of its time discussing legal cases, according to Dr Michael Kirst, its president.

These statistics illustrate the extent to which lawyers and the law are beginning to overwhelm educational administration and policy making in California. The same trend is evident in education throughout the United States, but, typically, California is an extreme case.

One of the lawsuits filed against the Los Angeles schools last month was a particularly good example of what Dr Kirst calls the overgrowth of litigation. The California Attorney General, Mr George Deukmejian, charged the school district and other local government and law enforcement agencies in Los Angeles with failing to protect pupils against crime and violence at school.

The complicated 92-page lawsuit claimed that violence "severely impinged on the educational programmes" at many Los Angeles schools. During the past academic year more than 17,000 pupils were suspended for causing, attempting or threatening physical injury, and

there were 1,700 suspensions for possessing offensive weapons.

According to the Attorney General, "the number and severity of attacks that could reasonably be expected... if the defendants had made sufficient efforts to control violence at Los Angeles schools".

The suit uses what all concerned call a novel legal argument, that compelling children to attend unsafe schools is "cruel and unusual punishment", which is outlawed by the Constitution. This famous phrase is of course normally taken to prohibit excessive punishment of criminals.

Privately, many Los Angeles school officials used words like "weird, crazy and dinky" to describe the Attorney General's suit. They thought it was a completely inappropriate way to reduce school violence in Los Angeles and argued that the local agencies named as defendants were already cooperating as far as possible to contain the problem.

Options varied as to Mr Deukmejian's motives in bringing the case. Some thought he genuinely believed his approach would be helpful, while others said the move was mainly political and/or a publicity stunt. (The Attorney General is elected directly by the people of California, not appointed by the Governor.)

But the Los Angeles school board and its senior officials did not attract the lawsuit in public. They thought it more prudent to take a constructive attitude, saying publicly that they welcomed any effort to combat school violence and would

cooperate with the Attorney General. The Board's legal adviser, Mr Ron Apperson, said last week that the formal response of Los Angeles to the suit was still being discussed.

Dr Wilson Riles, the California Superintendent of Public Instruction (another directly elected state official) also took a conciliatory attitude. He told the Attorney General's office that he would not oppose their efforts to stimulate more action against school violence, he says.

Dr Michael Kirst, (who is appointed by the State Governor) has lost patience. "It is a symptom of overregulation," he says. "Americans take the view that you can wave a wand, a judge will come down with an order and you can solve the problem of discipline."

Despite his views, Dr Kirst, an associate professor of education at Stanford University, finds himself trapped by the general litigiousness of American and particularly Californian society. His board has nine lawsuits of its own against other people and agencies, mainly local school districts who refuse to follow the state board's orders.

Dr Kirst says the 52 suits against the board can be divided into four main categories: (1) "public interest" cases brought on behalf of the disadvantaged, such as the famous Serrano suit to equalize spending between poor and rich school districts; (2) suits brought by school districts to fight state decisions; (3) suits brought by third parties to make the board

enforce its own regulations, for example about providing bilingual education; and (4) ideological suits like one to force Californian schools to teach creation as an alternative to evolution.

The daily lawsuits against the Los Angeles school district—the second highest in the country after New York—are even more varied according to its legal adviser, Mr Apperson. They range from complaints of discrimination on grounds of race, sex or politics to attempts to prevent the demolition of old school buildings. The efforts of about 300 allegedly incompetent teachers to fight dismissal notices are proving time-consuming.

The Los Angeles County Council employs five lawyers to deal with lawsuits against the school district, and Mr Apperson has his own staff of three attorneys. But there is far more work than these eight lawyers can handle, and much of it, including all worker compensation and industrial injury cases, is contracted out to private law firms.

Outside lawyers also handle the most controversial and time-consuming of all lawsuits in Los Angeles—the 17-year-old school desegregation case. (The latest development in that case came last month when Superior Court Judge Paul Ely ordered the district to implement a new busing system for the coming school year. The Los Angeles School Board, which is now dominated by anti-busing conservatives, immediately voted to appeal. On the other hand, civil rights groups predictably called the order weak and inadequate.)

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# LETTERS

## Stress: what about the causes?

Sir—Chris Kyriacou's article on stress (May 6) lists some high-level short-term survival tactics, but the problem goes deeper than he suggests. He paints a useful picture of what stress is (teachers' emotional and physical exhaustion), but rather than tackle the root cause of stress which are inherent in the current British educational system, in effect he passes the buck on to the individual teacher, who is then given "advice" on how to "cope". Would it not be more effective to attack the general causes rather than the symptoms?

All of Dr Kyriacou's "areas of stress" reduce for the most part to working conditions: these are physical problems with physical solutions; as such, many can only be solved through increased Government spending. But we must be clear that they are not the main problems of a host of emotionally inadequate teachers.

For instance, Dr Kyriacou's first area of stress is poor pupil behaviour and motivation; yet he does not mention the syllabus on offer to any poorly motivated pupil. Is it interesting/useful/relevant/biased by adequate resources? Is there opportunity for change? Is it not? He did not mention what "values and standards" that teachers found difficult in upholding. Were they petty and/or outdated and/or applied for their own sake rather than in a wider context?

The other areas of stress mentioned by Dr Kyriacou are even more directly physical and inter-related. In order to cope with stress we are advised to take a day off, thereby giving to our colleagues the very cover lessons which a severe source of stress in the first place! We are told to go out to dinner, and yet lack of time and money come second in Dr Kyriacou's worthy list of stressful areas! No, the solution to these problems is not to "buy a new jumper", but to demand a massive increase in the number of teachers employed; a boost in salary levels, particularly on scales one and two; guaranteed one-fifth marking and preparation time in all schools. Neither is the solution of a bureaucratic layer of "certain teachers or even trained counsellors" for "social support in schools". There are far too many highly placed members of school teaching staffs doing far too little actual teaching in front of classes. The fact that the career structure promotes you out of the classroom is no help either. As well as there being a maximum class contact time of four-fifths of the timetable, there should also be a minimum class contact time for all teachers, including heads.

Finally, though, I must agree with Dr Kyriacou when he says that attacking the sources of stress can be counterproductive when a teacher battles against things he has no chance of changing. But this applies only to the individual teacher in an individual school. In that case, to hold the philosophy outlined in this letter and remain in such an environment is to descend to the depths of black despair illustrated by the quotes at the end of your article. The logic of Dr Kyriacou's approach ("do not be overly conscientious") is graphically reflected in the quote from the teacher who said "the only way to survive is to make minimum contact". I see this desperate logic around me every day. I did not join teaching eight years ago to face this in my third school. I will change schools if I can, and if by September that has failed, I will change jobs.

No, that is not strictly true. Those in the trenches, those who actually teach, are offered from no such comfort. Those in the great institutions certainly did. The striving for academic credit and thereby respectability as did physical education a serious permanent injury.

The recent "shake out" in education, of course, has been a disaster. At least one of us hopes that it has been a disaster. The striving for academic credit and thereby respectability as did physical education a serious permanent injury.

At least the computer would have recognized the difference between silicon—a type of wax, and silicon—the brains of a computer. DAVID A. P. KRAMPT, Durham Close, Little Lever, Bolton.

Sir—I am trying to research the activities of the Communist Campaign Council, formed in London in 1953. May I invite any reader who has been involved in it in any way, or who knows of any surviving material from it, to contact me? MARTIN BARKER, Bristol Polytechnic, Humanities Department, Fishponds, Bristol.

Sir—When I had the pleasure of contributing to the first volume of Curriculum, the journal of the Association for the Study of the Curriculum, my intention was to write a balanced account of the curriculum project at this college as part of the journal's interesting survey of current developments in school-based in-service work in the United Kingdom. I did not expect to see some criticisms of the scheme extracted, isolated and reported, as they were in your issue of May 23, under a headline suggesting that the overall project plan was too ambitious.

## You pay your money...

Sir—Before anyone gets too uptight about Clegg and what the county appears to think are extortionate salaries for teachers, may I draw your attention to the report that even English is a shortage subject (June 6).

One hesitates to cite one's own figures but I have a year-old son, earning more than £4,500 in industry. He originally went into it as a stop-gap measure before deciding what to do, but the attraction of the salary, the working conditions and the comparative lack of stress have proved too much. He is likely to move into a higher income bracket still before this year is out. It takes a Scale 1 teacher years to reach this figure.

I have lost at least one good young graduate to industry this year (£2,000 plus more than he was getting in teaching) and others last year.

The county really cannot have it all ways. Either education is white and must be paid for or it is not, in which case we can stop all this argument. I concur with Plato who said that the Minister of Education must be the chief minister in a government and that spending on education must therefore be high.

Depending on education reflects what the Government considers important. Successive governments have demonstrated quite clearly that education is not important in their eyes and they should therefore stop attacking the schools which yield a greater return in terms of dedication and expertise than they are entitled to expect for the money they spend.

DAVID STUART-JERVIS, Ashbury School, London SE22.

Sir—The Yag Vashem Committee of the United Kingdom has been established for the purpose of ensuring that information about the Holocaust of the Jews is both accurate and freely available in this country.

In a time when there appear to be attempts to deny the facts of the Holocaust, it seems particularly important that suitable materials be produced to ensure that those who are interested in teaching the truth will find it easy.

A Working Group is being established to produce a pack of material and teacher's aids for those teachers interested in teaching about the Holocaust, particularly in recognition of its significance in a period when racism and antisemitism of ethnic groups seem to be constantly in the news.

I am well aware that there are many teachers around the country who are already teaching about the Holocaust within their history courses, at secondary school level and I would be most pleased to hear from any teacher who is either interested in joining our working group or would be kind enough to inform me of the materials which they use at present and find most suitable for the CSE and O level age groups.

## Factual approach to holocaust

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I am well aware that there are many teachers around the country who are already teaching about the Holocaust within their history courses, at secondary school level and I would be most pleased to hear from any teacher who is either interested in joining our working group or would be kind enough to inform me of the materials which they use at present and find most suitable for the CSE and O level age groups.

The intention is to ensure that the material produced will be the most relevant and useful in British schools and is hoped that with widespread advice and help from teachers in the field, this can be achieved.

CLIVE A. LAWTON, Education Officer, Yag Vashem Committee, Woburn House, Upper Woburn London, WC1H 0EP

Sir—We feel that we must take issue with Henrietta Dombey (April 11) over her summary dismissal of possible visual causes for dyslexia. She is certainly correct in stating that it is not deficient vision as suggested at school medical tests which prevents dyslexia from learning to read. But it does not follow from this that there is nothing wrong with their vision at all. Many dyslexics make predominantly visual errors when trying to read; they complain that letters and words seem to move around the page and reverse themselves, so that they do not know in what order the letters should come or which way round they should really be. But such problems are not picked up by conventional sight tests.

When a child begins to read he must learn to position his eyes very accurately in order to deliver verbal material preferably to the left hemisphere; but in any case so that he knows precisely where his eyes are pointing and can therefore compensate for any confusing effects of interhemispheric transfer. An unintended eye shift only a few millimetres from the left to the right hemisphere.

The normal child achieves high positional accuracy for reading by developing a "leading" eye—perfecting the motor control of only one eye first. In a recent double-blind trial we found that 68 per cent of a group of 80 dyslexics had not developed such a leading eye, using a new test of eye motor dominance (NeuroSci. Letters (1979) Suppl. 3, 214). Furthermore, all these dyslexics turned out to suffer predominantly visual problems with reading.

Finally, a simple procedure designed to help these children to develop a leading eye appears to help them considerably with their reading.

## Dyslexia: visual difficulties may contribute

Sir—We feel that we must take issue with Henrietta Dombey (April 11) over her summary dismissal of possible visual causes for dyslexia. She is certainly correct in stating that it is not deficient vision as suggested at school medical tests which prevents dyslexia from learning to read. But it does not follow from this that there is nothing wrong with their vision at all. Many dyslexics make predominantly visual errors when trying to read; they complain that letters and words seem to move around the page and reverse themselves, so that they do not know in what order the letters should come or which way round they should really be. But such problems are not picked up by conventional sight tests.

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Finally, a simple procedure designed to help these children to develop a leading eye appears to help them considerably with their reading.

Before concluding that defective vision has nothing to do with dyslexia, we should listen to what the children say about their problems and ensure that the tests we employ to identify the visual difficulties are appropriate for the symptoms they describe.

J. STEIN, J. FOWLER, University Laboratory of Physiology, Oxford Road, Oxford.

Sir—A less odious method of parental contribution than what being mooted, and one which may be perceived as not breaching the principle of free education for parents to pay public examination fees.

In most secondary schools, the fees can amount to a significant fraction of the capitalisation allowance and in some schools can exceed it. The money asked would be substantial and could be reduced in an equitable way, or increased capitalisation allowances could be used to save necessary teaching posts.

Teachers would not have to act as educational bankers and parents would know what they were getting for their money. Or, as you, Mr Carlisle, MICK AND GUY RUDDY, 24, Poplar Grove, South Bank, Middlelebury, Cleveland.

Sir—The current farcical play of Government and management in finding loopholes in agreements directing us from noticing some important basic problems regarding employment and contractual work. An area which I find increasingly worrying is the apparent assumption on the part of many teachers that they are some part of local government and are expected to do their job in other sections of local government. Such frustration on the part of non-teaching local government officers is particularly evident in relation to job descriptions. The term "job description" appears to many teachers, and did many of us before they were

## Inferiority complex hinders PE

Sir—Bert Lodge's article in the Diary (May 30)—"A Healthy Body—reflected on anything but health of the body corporate"—physical education in this country during the past 30 or 40 years. The weird and wonderful (and crouching) way in which physical education at least the men's side—twisted itself this way and that to justify its existence said it was a subject (or has subjects) suffered from a gross inferiority complex, it is physical education.

## Advantage of job descriptions

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## Governors: other ideas

Sir—In the article written by Margaret Prosser "Governors are a good idea" (June 6), there seems to be an all-time low reached in terms of unsubstantiated statements and arguments by assertion.

## Counting costs

Sir—Let me say that British industry ignores the opportunity for new products. Let me say that the British spirit is dead. Let me say that the complaints of the National Association of Head Teachers are justified.

## Right for few

Sir—The urgent reform, would STOP, but realise it is not the abolition of corporal punishment but the limitation of the right to use it to a few senior staff only (ie head, deputies, housemasters in big schools).

## Taking smaller shares

Sir—I have not had an opportunity to read Education 2000 which was dismissed as a "vision" in the June 6, but it is evident that the contributors to that work have identified what must surely be the most important problem facing schools now: that of educating our pupils to expect, and be satisfied with, a smaller share of the world's goods than we currently enjoy.

## Aid to beauty...or brains?

Sir—In reference to your cartoon on page 16 (June 6), could the article in the cartoon be an aid to beauty for flagging females, or, perchance, a reference to the brains of a TOM (Totally Obedient Monster)?

## Self help way to careers

Sir—Your recent item on the Think Tank report and the Careers Service (May 30) is extremely misleading. The proposals will not shock L.E.A.s but rather reinforce existing good practices. The Think Tank recommendations, advocating a "Do it yourself" approach to vocational guidance are already practised in Leeds.

## Religion and recruitment

Sir—Coming from a part of the United Kingdom where religious discrimination in employment once was rife, was rightly condemned, and has now been forced underground, I am repeatedly baffled and disturbed by its continued existence in English schools. In the May 30 issue of the TES, religious preferences were expressly mentioned in advertisements for teachers of Social Studies (page 38), Modern Languages (pages 49 and 51) and Physics (page 54). It would appear that, despite the scarcity of linguists and scientists, denominational insu-

## Comic contacts

Sir—I am trying to research the activities of the Communist Campaign Council, formed in London in 1953. May I invite any reader who has been involved in it in any way, or who knows of any surviving material from it, to contact me? MARTIN BARKER, Bristol Polytechnic, Humanities Department, Fishponds, Bristol.

## A more accurate picture

Sir—When I had the pleasure of contributing to the first volume of Curriculum, the journal of the Association for the Study of the Curriculum, my intention was to write a balanced account of the curriculum project at this college as part of the journal's interesting survey of current developments in school-based in-service work in the United Kingdom. I did not expect to see some criticisms of the scheme extracted, isolated and reported, as they were in your issue of May 23, under a headline suggesting that the overall project plan was too ambitious.

## Let parents pay for examinations

Sir—A less odious method of parental contribution than what being mooted, and one which may be perceived as not breaching the principle of free education for parents to pay public examination fees.

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075 881 264 (544 106).

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Specific Reading Difficulties  
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## Science diary

Publicity on interferon has caused  
great distress, specialists sayScience report  
Biotechnology: Purifying interferon  
Interferon: New technique  
Bigger Interferon trialsInterferon is used to treat  
youth's cancer conditionA curious moral problem has  
arisen over the protein material  
called interferon, mainly because  
of the hope of many molecular  
biologists and physicians that it  
may prove to be helpful in the  
treatment of some forms of cancer.Recently, a Scottish doctor treating  
two patients for cancer  
revealed that extra quantities of  
the material were urgently needed  
to give other patients a fighting  
chance.Relatives of other patients suffering  
from some form of cancer have  
now been persuaded also to plead  
for interferon treatment.Last week, the Greater Glasgow  
Health Board appealed for a  
moratorium on further publicity  
about the possibility that interferon  
may have some role in the treatment  
of cancer for fear that, otherwise,  
patients and their relatives  
would suffer further distress.I appreciate that I have already  
failed to comply with that request  
by using the words 'interferon' and  
cancer together. For what it is  
worth, I think the request for a  
moratorium on information not  
merely impracticable but mistaken.  
However, important  
issues that the physicians appear  
to have overlooked.Interferon was until recently a  
fairly obscure material, a protein  
which was found in a variety of  
different kinds of cells in the mam-  
malian body. The existence of  
interferon was first demonstrated  
by the late Dr. Alick Isaacs, work-  
ing at the National Institute of  
Medical Research at Mill Hill,  
more than 20 years ago. One of his  
disappointments of his life was his  
failure to find out very much about  
it except that it seemed to be  
part in the defence against infection,  
virus infection in particular.For a time, many people, Isaacs  
included, hoped that interferon  
might turn out to be the answer to  
the common cold.Since then, interferon has turned  
out to be not the body's own wonder  
antibiotic but something much more  
interesting. It is a protein material  
whose molecules appear to differ  
slightly in their structure from one  
type of cell to another (if what is  
known of mouse interferon also  
applies to other species). And it  
appears that the natural function of  
interferon is to regulate—in particu-  
lar, to inhibit—the process in which  
molecules of DNA carrying genetic  
information serve as templates for  
the assembly of molecules of RNA,  
carrying some of the same information.Because the RNA molecules in  
the cells act as a whole and because  
interferon inhibits their formation,  
it really serves to bring the activity  
of a cell to a halt. Technically, it  
is cytostatic.That interferon should be effective  
against virus infections is  
entirely consistent with this picture.  
When a virus enters a living cell,  
the normal machinery in the cell  
for converting DNA into RNA is  
subverted to the objective of copy-  
ing the virus. This entails rapid  
manufacture of RNA molecules from  
DNA molecules, both characteristic  
of the invading virus.But if interferon can bring  
ordinary cell life to a halt, it must  
also serve to put a stop to the repli-cation of virus particles. It is not  
known to what extent cells are able  
to increase their production of inter-  
feron to counteract a virus invasion,  
but plainly there must be some  
cells in which this does not happen  
to a sufficient extent.The relevance of all this to the  
treatment of cancer is, from this  
theoretical point of view, straight-  
forward. If interferon is cytostatic,  
it must be expected also to serve  
to put a crimp in the growth of  
tumours which are, after all,  
distinguished from other cells by  
the rate at which DNA produces  
RNA in its own image.For the past few years, since this  
penny dropped, there has been a  
great spate of activity in the field.  
Some pharmaceutical companies  
have begun manufacturing inter-  
feron by the painstaking (and ex-  
pensive) technique of cell culture.

John Maddox

Cruel irony  
of 'miracle'  
cancer cureLast week it was reported that  
this laboratory manufacturing tech-  
nique may be made more efficient  
because of a method of making  
antibodies to interferon molecules  
developed by Dr. David Secher from  
Biology at Cambridge and Profes-  
sor Derek C. Burke from the Univer-  
sity of Warwick (Nature, June 12).And there is a host of companies  
(big and small) trying to manu-  
facture interferon by genetic manipu-  
lation.

Whether the expectations of

Interferon in the treatment  
of cancer will be borne out by  
several clinical trials under way  
however, an open question  
successes have been reported  
the numbers of patients  
has been limited by the  
of interferon available. It is  
ever, clear that the material  
effective against some  
cancers than others.As things stand then, it is  
to claim that interferon is a  
cure for cancer. In the nature of  
the will be years before the  
be even half settled one way  
other. So should there, I  
meanwhile, be a moratorium  
likely about the investigation  
will be carried out?In my opinion, there should  
be an embargo, and for two  
First, this field of research  
of the most exciting blend of  
theory and clinical research  
long time; is it not in the in-  
terests of the public and the  
life enterprise that there be  
some practical demonstration  
potential usefulness of the  
research?Second, it is in the long-  
term interest that people should  
be able to follow in some detail  
process of trying to establish  
what extent a new drug lives  
its theoretical promise.In recent decades, the phar-  
maceutical industry has been  
often unfairly, because some  
products have turned out to be  
side-effects.But will that not distress  
suffering from cancer and  
relatives? Claims that inter-  
feron is a cure for cancer  
kind of cancer are clearly  
The possibility that it  
turn out to be such is  
bound to seem to cancer  
and their relatives a cruel  
as cruel as the plight of the  
person to die of disease  
the discovery of insulin.KULICKE  
Exhibition  
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## Collusion or resistance?

Fred Inglis calls on teachers to stand up and be counted in defence of 'a great cultural  
and political achievement, the comprehensive school'The ideal of comprehensive education is  
under steady attack. When all is said  
and done about the ineffectuality of edu-  
cation in plying open the class structure,  
about the dominance of home over school,  
about the way your diet, or your mum  
and dad, or your geography, fix your  
chances at O and A level, it remains  
as plain as day that the move to compre-  
hensive education was and remains a  
move towards greater civilization.Schools are juster, livelier, more varied,  
more educative, above all happier places  
than they have ever been. I say this in  
the face of the obvious fact that more  
children than ever before are refusing  
to go exactly what school tells them. But  
it is at least a partial explanation of such  
resistance that schools at large have given  
their pupils the chance, the indepen-  
dence of mind, the freedom and the lan-  
guage in which to think for themselves,  
even when thinking for yourself means  
walking out of the classroom.Anybody who challenges this picture  
of the greater happiness and the better  
education held out by comprehensive  
schools needs to be returned to a second-  
ary modern school in darkest Hand-  
sworth, which I used to know well in the  
early 1960s, where the bulky-shouldered,  
heavy-footed Desperate Dan of a Deputy  
used to flog boys before the whole school  
assembling assembly at least once a week.  
It was a barbarous business. On any  
scale at all, things in state schools have

Teachers, unpelled by lies

and bullies,

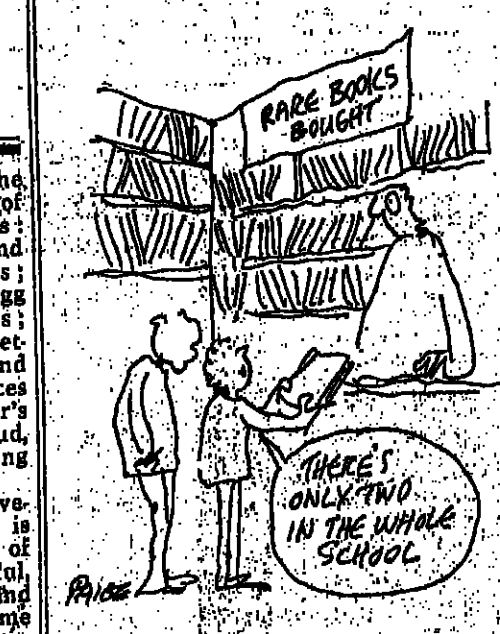
by fear for their employment...

connive at the

reduction of

their status from educators to

human traffic wardens

vastly and rapidly better since. The  
ages of the victory are a mixed bag of  
old-fashioned social reformers:  
Toby Crossland, Shirley Williams and  
Colin Blakely in the power elites;  
Stewart Mason, Gordon Ressey, Alec Clegg  
and brave men like them in county halls;  
Tim McCullum, Pat Daint, Mrs. Chet-  
wood, Margaret Miles, Albert Rowe, and  
many others in the head teachers' offices  
of schools have headmaster's  
David Donohop, and their like among  
the intellectuals.One measure of this historic improve-  
ment in the quality of education is  
to be found in the status of  
teachers. Teachers are more powerful  
and respected, more visible, and  
more secure than ever before. The  
thoughtful, settlement, better  
than they have ever been before.  
Of course, to say so is to summon up at  
immediate wall of dissent, but that is no  
more than an expressive sign of what  
is now the national institutionalization of  
it. It is not a rational objection.Over the past 25 years any decent  
man or woman who does not  
stand a historically threatened stateof progress can only see the development  
of comprehensive education as a rapid,  
consistent, generous and admirable trans-  
figuring of the whole texture of British  
culture and its policy. There has been a  
vast extension of the curriculum, which  
is to say that knowledge itself has been  
strikingly democratized; there are oppor-  
tunities for overseas travel and learning  
foreign languages, theatre-going, field-  
work expeditions, scientific and techno-  
logical inquiry, sport and recreation,  
which would have been far outside the  
imagining of all but a handful of big  
grammar schools in, say, 1945.I speak at a necessary level of genera-  
lity. Of course, this process has been sub-  
ject to the laws of uneven development.  
No doubt some local authorities are damn  
mean, and some head teachers damn  
stupid. No doubt this and no doubt that.  
But the broad lines of the change are  
there to be seen, and incontestable.Without the inestimable advantages of  
old, sun-soaked stone and virginia  
creeper, or scientific and technological  
plant paid for by grants-in-aid from  
charitable trusts and tax concessions by  
the giant corporations, an enormous num-  
ber of comprehensive schools offer a  
wider, richer, more satisfying and intelli-  
gent education to more pupils than was  
ever thought possible by the honest  
Beveridgeans of the 1944 Education Act.This is not mere assertion. If the  
crudest indices of satisfaction will do—numbers standing on voluntarism, rises in  
successful passes at A and O level and  
at CSE, sheer numbers of children learn-  
ing foreign languages, entering poetry  
and painting competitions, playing a  
local orchestra, winning on local running  
tracks (at times unprecedented times).  
The story of comprehensive educa-  
tion is a story of continuous success. Whatthe grim barracks of the lycées in (say)  
Le Mans, Toulouse, Marseille, the high  
schools of Denver, Detroit, Des Moines,  
and even the tatty system-buildings of the  
average mixed housing estate, compre-  
hensive come to look like Raphael's city of  
reason.It is timely to reaffirm the size and im-  
pressiveness of this particular institution  
of the Welfare State. Clearly enough, the  
welfare bureaucracies of the industrial  
nations are often immobile, indolent, and  
ineffective. Clearly enough, also, these  
failures cannot be explained in terms of  
the personal characteristics of those who  
work in welfare. Whatever the qualities  
of the individual people, the defects of  
the system are in its structure.But the comprehensive school has re-  
mained, in spite of everything, surpris-  
ingly flexible and open. Overlaid and  
often overworked as they are, its teachers  
are by and large still working to main-  
tain the master-symbols of a liberal edu-  
cation—reason, criticism, fulfilment, in-  
dependence, truthfulness.The really important thing to notice  
is that now, as never before, the national

'Teachers can

at least present schools as

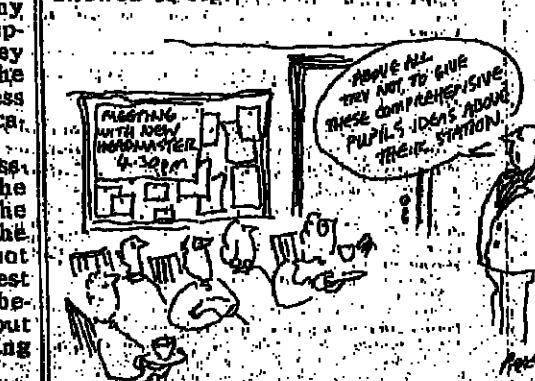
islands of rationality...

where the values of greed

cruelty and selfishness

are not

allowed to rip

educational system is both despised and  
neglected by the Government responsible  
for cherishing it. The clear message of  
present policy is that the Education Sec-  
retary, his Junior Ministers, and very many  
of the elected local councillors who sup-  
port them simply do not care what they  
are doing to the fabric of schools, the  
teachers' morale, the density and richness  
of—in all senses—culture in the educa-  
tional system.That culture lives in the life of class-  
rooms—the books, the posters and the  
fish tanks, the teachers' resilience, the  
clean desks and shining windows, the  
homeless and the formality. It is not  
easy to maintain these things at the best  
of times; children are now as never  
before making up their own minds about  
education, and plenty of them are voting  
against it.But the present and the certain future  
impend with much darker threats than  
the old, tense contradiction between edu-  
cating for a job and educating for a  
decent life and view of the world. The  
idea and ideals of comprehensive educa-  
tion are under direct attack. What Stuart  
Hall and Edward Thompson famously call  
the law-and-order society "detours the  
orchestrated management of decline."This, in turn, means that teachers, im-  
pelled by lies and bullies, by fear for their  
employment, by their own conviction of  
helplessness, by schooled indifference,  
connive at the reduction of their status  
from educators to human traffic wardens.  
The headlong irrationality of present  
educational policy has been for some yearsperfectly successful in persuading people  
to do as they are told. It no longer has  
even to pause hypocritically before the  
master symbols of the welfare state.What this means in teaching practice  
is that teachers are appointed to police  
the children's attitudes to the future.  
They really must not teach the independ-  
ence and criticism their traditions pro-  
vide. At best, they may cherish a very  
small number of clever children; so long  
as those children agree to go on to enlist  
in the navy of the new buccaners.The rest are to be brutally left to stew  
in exceedingly thin juice: without books  
or paper or pens, without proper heat-  
ing and in large numbers.It isn't, dear me, no, a conspiracy  
against schools, and the other welfare  
institutions. The whole of public policy  
and all the social formations which make  
it, directs itself towards maintaining a  
social order which has gone for ever.  
Blindly, we seek to maintain that order  
by cutting down and out the freedoms  
and mutual courtesies which did not  
merely support it, but were the order  
itself.There is no excuse for colluding in the  
process once you know it's going on.  
There will be no exculpation for teachers  
if they simply say, when asked by their  
children what they did in the war, "I  
couldn't do anything." Teachers can  
stand up in innumerable ways against the  
ruin of a great cultural and political  
achievement, the comprehensive school,  
and they can only do it now. By then,  
whenever then is, it will be too late.I do not mean that alone, they can  
reverse Government economic policy, the  
fun-revolutionary fantasy. What teachers  
can do is to resist, by the example of their  
school's life and culture, the march of  
dominant policy. That is, they can insist  
on their 'libertarian and dissident tradi-  
tions, in spite of booklessness.' They can  
at least present schools as islands of  
rationality, where individual rights are  
honoured, critical debate is possible, even  
with the deputy head, and the values of  
greed, cruelty and selfishness are not  
allowed to rip.Teachers, after all, stand at the point  
where public values and production cross.  
It is, indeed, their duty to fight for those  
values. Instead of messing about with  
pointless half-day strikes they should start  
a much broader programme of what would  
properly be a moral criticism of the  
women and men now trying to bend the  
country to their will.Teachers' best weapons are words, and  
the way of life words create. They need  
fiercer words and a more admirable as  
well as a more embattled way of life.Fred Inglis is Reader in Education, Uni-  
versity of Bristol School of Education.





## Dogged and determined

Continuing our pressure group series, Angela Neustatter finds the National Campaign for Nursery Education battling on despite the enveloping gloom



Relative deprivation in England, Wales: nursery education is available to less than 20 per cent of under fives...

When Margaret Thatcher, as Minister of Education, announced her plans for an expanded programme of nursery education in 1972, the vigorous women who had spent seven years manning the National Campaign for Nursery Education had a happy vision of becoming obsolete.

That vision has turned very sour the past year, as they have watched the cuts brought in by Mrs Thatcher hit a nursery education programme which has, they feel, never been better than inadequate. And if the energy they continue to dedicate to campaigning implies optimism, their words are a good deal more guarded. Margaret Cohen, the campaign organizer, says:

"We are angry and gloomy about what is happening. There is no reason to think that it will improve next year—on the contrary, it may well get a lot worse. But we are committed to battling on, and even in the bad times I think that we do succeed in affecting decisions by being a strong pressure group."

The most dramatic example of this, for which they believe credit is due, was the decision by Oxfordshire to reverse the plan they made to economize by closing all nursery schools and classes. The campaign and its local Oxford group drew up a petition, wrote to MPs, stimulated correspondence in the local press, and got as much media publicity as they could, as soon as the decision was announced.

"It was really an enormous fuss, and the Oxford press said they had never had an issue which attracted such a volume of correspondence. We do feel our action and organization were influential in making the public very quickly aware of what was going on, and in creating anger. That is the strongest weapon, because local councillors do not want to lose the favour of the electorate," Margaret Cohen says.

Newcastle was also considering closing all nursery provision, she adds, and they wrote to the director of education. "I have just had a letter saying they are not now going to do so. We cannot be sure that they were influenced by us, but I like to think so."

They have written to all authorities threatening closures, but Nottingham has been a particularly disappointing "cold shoulder". There they are decimating the nursery programme by dismissing nursery assistants. Margaret Cohen explains: "They dismissed the assistant from a class with 40 children, and the teacher said she simply couldn't continue. In all they have dismissed 136 nursery assistants."

The aim of the campaign is to have nursery education for every child made a statutory right. Margaret Cohen explains: "We want legislation passed stating that local authorities must provide a nursery place for every child. The under five years are vital in a child's development, and nursery schools are the ideal place for children to enjoy play and at the same time develop intellectual, linguistic, social and creative skills. All children benefit from this, and for some it is undoubtedly a lifeline."

The campaign is not suggesting that nursery education should be compulsory for all children. "There are certainly mothers who want to spend those years with their children and feel they can offer stimulus, but there are a great many mothers who do not feel this, and in the case of working mothers nurseries are particularly vital."

Formed in the mid-sixties the campaign is an offshoot group of the National Assembly of Women, which Margaret Cohen represents. The chairwoman, Mrs E. M. Osborne who received an MBE for her work, and is now vice-president, were concerned at seeing the recommendation of the 1944 Education Act, that nursery education should be available, eroded. In 1960 the circular prevented expansion of nursery education, and before that there were places for only about 10 per cent of the nation's under-fives. Today, while fewer children today receive basic medical care than did a few years back, and education standards are dropping at every level.

They may not be militant, in the sense of some contemporary pressure groups but they are dogged and determined. They now have affiliated groups across the country and the support of many other organizations, most significant, the NUT; and there is NUPE, the National Union of Professional Employees, the Children Fund, the British Association for Early Childhood Education, and several women's groups.

Their first demonstration in 1968, when 500 women and babies descended on Parliament, attracted a good deal of attention, and if the policeman folding push chairs and picking up drink bottles was heard to declare: "We were let you do this again in a hurry," Edward Short, the Minister of Education, was impressed enough to see the women. A later brought in a relaxation on the nursery education provision ban, and introduced Urban Aid, through which local authorities could borrow money to set up nurseries.

In 1977, having seen that Mrs Thatcher's plans for an expanded nursery programme were not to be, under Labour or under Labour, the campaign drew up a petition to make nursery education statutory. They are not sure enough to believe they are likely to succeed in this aim just now, but they feel it is an important principle to aim towards.

They have stepped up their activity since the announcement of the cuts, and they feel disappointed that they were not successful in preventing Mark Carleton from changing the words of the Education Act from "it is a duty" for local authorities to provide nursery places to "it is a power".

Margaret Cohen and her colleagues do not feel conciliatory about this. "It is a very misguided policy to deprive children of nursery schooling. It may not be possible to say that this does prevent later maladjustment, but I'm absolutely certain that in a good number of cases it does. Bored, under-stimulated children develop quite a number of problems, and an awful lot of money is spent on dealing with the problems of maladjustment when it occurs. Nursery education is also vital for immigrant children who have language difficulties, and for children with handicaps of one kind or another."

"And it's absurd to say that full provision would be too expensive when you look at the sums being spent on mistakes. It's a question of priorities and values, that's all."

National Campaign for Nursery Education, chairwoman, Valerie Hunt, 33 Hugh St, London, SW1; campaign organizer, Margaret Cohen, 67 Woodland Gardens, London, N10.

The next article in this series will be the National Association for Multi-Racial Education.

## Education as a market item

The harsh welfare policies of the present Chilean government appear to be widening the gap between rich and poor. Hilary Wilce reports

most developing countries struggle to extend basic services to more of their people, disturbing reports indicate that Chile is doing the opposite.

Schooling and health care are becoming progressively less available to poorer people, the reports say, even the most elementary welfare services as commodities to be bought and sold, take firmer medical care than did a few years back, and education standards are dropping at every level.

Many thousands of children are also said to have suffered from direct political violence. Some reports cite individual cases of child torture and imprisonment, and a bulletin produced by a group of Catholic priests working in Chile estimates that of 2,500 people known to have disappeared, 140 were students or school-children.

Some 60,000 children are thought to have lost parents who have been killed or have disappeared, and a special programme has been started in Santiago to help them with their problems.

The last decade has been a turbulent time for the country. For three years, until 1973, the Popular Unity Government of President Allende held power. It opened up access to higher education and introduced and extended community-based education and health services.

General Pinochet's Government, which took power in a military coup, has run things very differently since then. Its attitude to welfare policies has been put starkly, by its Health Minister, Colonel Sporer, in 1975, referring to his own army of command: "Health is not a benefit to be given out; the population must buy it by financing it directly or indirectly."

Naturally most critical reports come from groups opposed to the Pinochet Government. But their sources are varied. From a recently published booklet which is unflinching in its praise of the present Government, *Seeds of disaster*, by Pedro Bohner, says of education: "A great deal remains to be done. Indeed the field of education presents possibly the widest and most difficult task still to be tackled."

This task has been outlined in a report on education in Chile, made by a group of American Quakers at the end of last year. In keeping with the overall sharp decline in social spending, it says, the education budget has dropped from \$1,100m in 1972 to \$150m in 1977. The number of free school meals has dropped by 45 per cent since 1972. University admissions have been cut back by almost 50 per cent.

Teachers, who have always been poorly paid, have had salary cuts. Taking inflation into account, this has meant an income drop of more than 60 per cent on 1972 salaries.

Future education plans are harsh and unbalanced, says Gonzalo Vidal Correa, the Education Minister, in supervising the introduction of a new primary system which will give children only the most rudimentary knowledge of Chilean history and geography. Overall, the propaganda content of the syllabus is to be increased considerably. This, according to the head of the Chilean teachers' union, will give Chileans "minimal" knowledge of good workers, good citizens and good parents.

Education for education is to be...

frozen at its present level and higher schooling is to be a luxury available only to a few, and then only on a paying basis. Most schooling beyond the primary years is to be vocational, although the majority of technical schools are to be turned over to private hands to be run on a profit basis.

The Chile Committee for Human Rights, in London, has been monitoring press reports, official figures and other information from Chile to build up an overall picture of the effects of policies such as these.

It quotes school enrolment figures as having dropped from 92 per cent in 1972 to below 70 per cent in 1978, and points out that although primary school attendance is supposed to be compulsory, it costs parents about £5 a month for uniforms, materials and various levies. The average wage of a worker in autumn 1978 was £55 a month and unemployment is estimated at 20 per cent at present.

The committee's figures also show that health spending dropped to a third of its 1970 level by 1977; that the number of doctors practising in the country fell by more than 1,000 between 1973 and 1975; and that the incidence of infectious diseases such as typhoid has shot up

dramatically. A Catholic relief organization helping to run a voluntary feeding programme estimated in 1977 that more than 60 per cent of the 28,000 children fed in its dining room were undernourished.

Chillingly, the Minister of Health has said: "In Chile 221,000 children are living in extreme poverty, which implies undernourishment. Sixteen out of every 100 finish a secondary education. Eighty per cent have an intellectual quotient lower than 90. These children are not a source of power, but a dragging weight from a military point of view, they are useless."

Reports agree that the overt violence and political punishments of the first years of General Pinochet's Government have tapered off. The confidence of the Government is now such that some community groups are springing up again and opposition can occasionally be voiced. There are official moves to restart crucial feeding schemes, and an attempt to introduce direct primary school fees was blocked by widespread public protest.

Yet only very recently the founder of the economics department of the University of Chile was forced to resign, along with members of his senior staff, because

his views did not coincide with those of the young Chileans "the Chicago boys", who have been given a free hand to run the country's economy.

Such repression has been the hallmark of the Government's policies towards higher education since 1973. Sybil Clardy, who lectured in English at the University of Chile before fleeing to England in 1976, remembers many departments being closed, completely, in the post-Allende years, and entire staffs being sacked.

"At one time university was almost free, and students could apply for grants as well as people from the working class could go there easily. Now only the privileged elite are able to go."

"Things, I think, are going from bad to worse. There are new educational laws. And the most important thing is that education, health and housing have become market items. Everything is being bought and sold now."

The Chile Committee for Human Rights can be contacted at 266, Pentonville Road, London N1 9JY.

The British Chilean Council, which produced "Seeds of Disaster... Seeds of Hope", is at 128, Kensington Church Street, London, W8.

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while in Chile nearly a quarter of a million children are, according to government statistics, living in extreme poverty.



And there is another theme lurking in *More Bad News* which cuts across and complicates all these readings of the news programmes. That is the issue of journalistic professionalism. One of the most striking

It is a pity that the last chapter of the book is largely devoted to a defence of research focus, content analysis, which is manifestly unable to resolve the important questions it raises. It is, too, that this limited but powerful essay is badly written. Hardly an opportunity to split an infinitive is missed. Sentences are long and far convoluted. It would be good if those who seek to communicate about communication could communicate themselves.

men and female characters—Princess Anne, Cleo Laine, Hilda Doolittle, Annie Walker, Barbara Cartland, Cilla Black, the inevitable Shirley Bassey. Best fun was her Barbara Woodhouse, in a sketch that might have been dreamt by George Grenfell. Woodhouse is a gift, of course, as Eddie Waring and Patrick Moore are to men.

Granada's Current Affairs Department also got out their World in Action on the penetration of signals surveillance in Hong Kong, after the IBA had worked up an unnecessary lather about it: and postponed transmission. There was nothing in Mr Kane's Campaign to disabuse those like me who subscribe to the cock-up, rather than the conspiracy

Thanks to the miracles of pro  
views and video cassette machine  
I was able to catch Rawlinson



sign for teleplays. Coming Out, James Andrew Hall's sourly negative view of gay men — "It doesn't

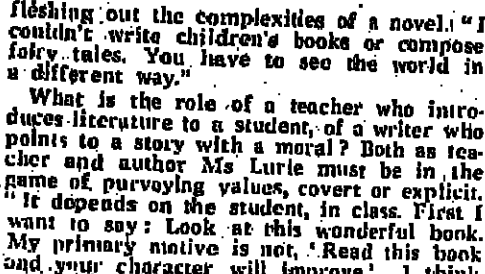
last of course. Nothing does when you're queer" — did not deserve another airing. A piece that links homosexuality with greed, guilt, duplicity, misogyny, dilettantism, bitchery, prostitution and murder and that cloaks its only constructive attitude in the role of recently villainy merely does a disservice. The BBC has a highly positive play about gay men, made for BBC2 and far more deserving of a repeat — Only Connect by Drew Griffiths and Noel Greig. I know because I produced it.

W. Stephen Gilbert is a freelance television producer.

#### IV. Stephen Gilbert on a week's television

Victoria Neumark interviews Alison Lurie

When *Horizon* magazine asked Ms Lurie, lecturer in children's literature at Cornell University, to find a few of these stories, she felt they could make a book. It is not that she wants, as some feminists urge, to ban stories with the wrong attitude; no—"all of them should be read." Nor would she tamper with an original to make a point. "If you want new stories, you should write them." Ms Lurie's sisters wit and clear good sense both an inheritor of the most humane and witty tradition in English letters, the moral comedy of Pelling and Austen. Yet *Anything* fairy tales is very different from



people have to do that themselves. But if we believe bad literature can have an adverse effect, then we must believe good literature has a good effect. Some stories do form attitudes.

"If you read only those books which tell you it's a good thing to have a lot of money and if you don't have a lot of money, you're no lad!—it will have an effect on you; however, you think of yourself and what the world is about. Then it would be good to have even one book with the opposite view."

the thirties with the *Flare and the New York book* and social realism as well as the "Y" books." She went to Radcliffe, then worked for a publisher while writing short stories and poems. She went on to raise three children and work part-time to put her husband through grad school—and never stopped reading children's books. When in 1970 she had to want to teach, with "time on my hands" and no connection with the place in which I was living," she found it difficult. "I sympathized with feminism as clearly as I felt it, but there was no movement. I always thought of myself as slightly bawdy in that I was interested in other things than staying home and keeping house. I don't believe that men are evil or in general that I was no one ever told me to arrange the aspirator. But I was a housewife—pushed around in the sense that it took me longer to get a job. I had to publish my novels before I could teach. It was a lot of reading children's books and a lot of going to the culture wars; Cornell which gave me entry into each decade. Still, I find that women outnumber men five to one in my classes, a fact she attributes to women being allowed to be interested in children's books are not. Men haven't been permitted to be interested in children's literature. They are forced to grow up more completely than more narrowly."

Fairytales, says Ms Lurie, always have a happy ending. That is why they are so frightening. It is only the frightening that would wish to excise from children's tales, and, as in her own favourite tale of Rumpelstiltskin, it is the recognition implicit in the power of language which some of these demons. If you know the right word, no one can defeat you. Clever. Clever.

The countries in question are today defined in a euphemistic phrase as developing countries—euphemistic because it conceals the fact that many of them are not developing and indeed may be sinking into deeper poverty. One retarding factor with which they have to contend is the lack of progress in cultural alienation, which can be attributed to the swamping of local views and interpretations of political, economic and social developments by the mass of information originating from the industrial countries which are also the old colonial powers. While avoiding the trap of believing that class relationships, government, economics and diplomacy are mere functions of information, the part played by information and "informatics"—the organization of equipment of information services, which only the developed countries can normally undertake in transforming the way in which the consumers of information perceive reality. One result is cultural alienation, which is often reinforced by training in countries of the old order, the colonial powers of yesterday. Anthony Smith demonstrates the process of this alienation in his book, *The Idea of Broadcasting as a continuous flow* and of its audience as a homogeneous family-based unit, having been imported along with the structures of the BBC and the ORF. And the practitioners of the media with the task of pursuing irrelevant and unsuitable goals, their

recently published on by 22 composers and introductory essays on, among others, Janacek, Stravinsky and Rock Opera, as well as George Martin's *A Companion to Twentieth-Century Opera* (Gollancz).

nations to the informational hogwash of powers like the United States has been to proclaim the need for a New Information Order, and to raise it as an issue at a series of Unesco conferences where their demands have been countered—not always successfully—by American spokesmen. In the name of "the free flow of information," Concrete steps have been the setting up of the Inter Press Services, based in Latin America, and of the News Pro-Institution by the Fifth Non-Aligned Summit Conference in Colombo

Of the signs and aspirations of the politicians and journalists who are the spokesmen, for the disorder, Anthony Smith gives a sympathetic account, which does not shy away from the difficulties inherent in reconciling the traditional partial view of the journalists with one that more restricted one which is implicit in some formulations of "journalistic responsibility." As to the future he is pessimistic, being unable to see a prospect of a reversal of the increasing "disinformation" which he believes will have greater than those which have yet taken place." One reason for the confused and frightening events of today would be that we are witnessing just such a shift.

tion, backstage, onstage and c  
stage, with potted history a  
synopses from Monteverdi to B  
tan, Hallel Erickson's A You  
Person's Guide to the Opera (M  
donald and Jane's £4.95) is a use

**Lingo**

Professors and purists will soon be writing to *The Times* if it conveys a single new sentence. The shapes become as rigid as the words at some people fear. According to many sources, purists are already alarmed about the spread of what has been called "Radio Newspeak," a so-called jargon that is poised to further intrude on our language. In this case, we'll be hearing more about these fears; but first, the Mabel Factor.

Just what exactly is the Mabel Factor? To find out that, we must turn to someone closely involved:

The Mabel Factor is that element in any radio news sequence that makes it such as *Today*, *A.M.* or *P.M.*, which makes a listener shout to his wife, "Here Mabel, listen to this!"

### radio newscast

That's the view of a spokesman describing the radio reporter's need to catch the ear of the casual listener, who may not be using the radio as much more than a clock.

To see if this is really why some people have their radios on, we sent our reporter out into the street.

"No, I don't listen to it but he has the same idea. I ought to have left the house."

"I only have it on for the weather."

"No, I always listen to Terrence. What's his name. On the other side."

With startling revelations such as these, it's no wonder that reporters must use sensational reports much as controversial at the

writing for radio and especially for its news bulletins does have its problems.

"You see, unlike the reader of a newspaper, the radio listener can't skim until he sees a headline that attracts his full attention. Nor can he re-read a paragraph that's gone."

So does this mean the beginning of a sentence must catch the listener's ear?

"Yes indeed. Exactly that. And a headline must be built into the opening words of a paragraph. And one thing more. Sentences have got to be short. Ever simple. To help the listener."

And labels must precede ("I'm sorry; I'll write that again). And labels have got to go in front of names. The bulletin writer must put, "The regional waste-paper collection organizer, Mr Spongo, . . ." and not, "Mr Spongo who organizes the collection of waste paper . . ." This is because the sentence must make sense to the listener: from the start.

The need to help the inattentive listener means inevitable changes to the language. Such changes, however, are not particularly important items. It may even prove necessary to abruptly split a word into infinitive.

So finally for a considered view of the problem and the fears, let's desperately seek a balanced ending by carefully weighing the pros and cons against each other; then the two, hopefully opposing, views:

"Often careless in the extreme and frequently neglectful of the accepted patterns of our language, the radio Englishman is fast becoming a threat to linguistic and syntactical inheritance."

"It's the busy listener we're thinking of. To help him, we've got to be direct and interesting."

And so, in case you haven't quite decided yet, let's just leave the choice to him and his tallling in-between survey and, in case it's been a bit too serious for the first of the week, let's lighten it all by personalizing it—so I'll just say from me for now, good-bye and bring it back to you. David Saxe



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## books

## To clean the pigges innerds

Jillian Robertson on rural histories

*The Journal of a Country Parish.* By Robin Page. Davis-Poynter £6.00, 7067 0244 1.  
*The Diary of A Farmer's Wife 1796-1797.* By Anne Hughes. Allen Lane £5.50, 7139 1327 4.  
*The Servants' Hall.* By Merella Waterson. Routledge and Kegan Paul £8.95, 7100 0476 1.  
*Inherit the Earth.* By Maureen Duffy. Hamish Hamilton £6.95, 241 10205 7.

Modern man comes to love nature more the more he deprives himself of actual contact with her; this, perhaps, is why there is a current craze for books about rural life. The more tied we are to cars and television sets, the more impelled we are to poke, at least vicariously, about lanes and hedges.

Living in a small farm in Cambridgeshire Robin Page has written a knowledgeable history of life in his parish and the fields and woods around it. *The Journal of a Country Parish* details the dramas of parish life: the loss of the cricket field; the hilarious meetings of the Women's Institute; visits from the vicar to slice the ham of life in the "snapped off with contraptions like a glorified cheese wire"; the use of elder bushes to keep the flies away; the joy in spring as the milk changes colour to a light yellow with the new grass.

It is interesting to compare Mr Page's experiences with *The Diary of A Farmer's Wife 1796-97*. This, 200 years earlier, also tells of hay-making, lambing, wine-making, rain, gloom, sunshine and visitors. The author was Ann Hughes, who lived in an estate farmhouse near Chesham, Hertfordshire, and her work adapted well to television, being screened by the BBC on Christmas Day 1978 and again a few months later.

The original spelling and punctuation enhance the freshness of the style. John in later from the market, and not a word pleased; getting on a poor price for the fat lambs. He thinks it is owing to folks thinking us better off than we be. So I did give him a tot of brandy and after that he much better tempered; and so say we must pick the apple cum to



The happiness of rural life—according to Vergil. One of Aristotle's illustrations to *The Georgics* in a new book of "Mallori Woodcuts" (Dover £2.50).

morrow, reddie for the cider making. And so we to my lordes orchard...  
 "Up betimes this morn, to put the pots on, filled with water, to boil for the clean the pigges when they be killed. Carter's wife do come to help, and to clean the pigges innerds; a messie job that I do mislike..."

*The Servants' Hall*, a domestic history of a Welsh stately home, Erdig, is also about the domestic life of women. Well illustrated and indexed it focuses on the people who made the grand way of life possible. Mark Girouard, in his *Life in the English Country House* has given a general description of the intricate households of the higher nobility; this account of one house is more detailed and personal.

The Yorke family who owned Erdig seem to have valued their servants to an exceptional extent, since they commissioned more portraits of them than they did of

their own family. Nor did they ever throw any papers away, so from the voluminous records and accounts they left a picture of life below stairs—and in the attic—such is perhaps unrivalled in detail. Merella Waterson, who became very attached to the house when working in it for the National Trust has resurrected this picture completely and with affection.

Less detailed records have been kept of a family of the small town middle class of East Angles, and are now distilled in a book. The Jarvis family, respected yeoman and tradesmen, were in Thaxted well before the Civil War, and their descendant Maureen Duffy has used their story to illustrate how great events—the Reformation, the Civil War, Wellington's Wars—affected the everyday lives and status of one family over 500 years.

In 1897 Mr Duffy's ancestors were enjoying illegal and riotous football. "Sports in general were frowned upon unless, like archery, they could be useful to the state. Games were both a sin and a crime for the members of the lower classes." A non-working craftsman could be compelled to work for any tailor, butcher or cutler. Those with no trades could be forced to do agricultural labouring.

Working hours from mid-March to mid-September were from 5 am to 7 pm or 8 pm, 14 or 15 hours with two and a half allowed for meals, and down to dusk in the winter. Fortunately there were many Church festivals as well as the traditional fortnight off at Christmas. Wages varied from 3d a day with "meat and drink" to 8d a day with no subsistence.

The aftermath of the Civil War was made worse by six bad harvests "which more perhaps than anything else were to destroy the Commonwealth and make men long to bring back the monarchy." Food was dearer than ever: beef went up a penny a pound to three pence, butter was sixpence halfpenny, cheese four pence, curries, almonds, sugar eightpence and the essential candle sevenpence.

The recording of innumerable Jarvis ceremonies tends inevitably to monotony; but the series of marriages, births and deaths is to an extent enlivened by pictures of everyday life. But Ms Duffy lacks the light touch, and the general reader may well find her book all too easy to put down.

Roman Catholics who feel perplexed and in need of guidance. It covers everything from drink to grandparents, and at under a pound it is very cheap indeed.  
 The latest book promises at least as much, though in a very different way. Denis Postle is a writer and producer, who lives on a barge at Chiswick, and has a particular interest in stress. The special franchise with which he has been entrusted on stress is provided by *Catastrophe Theory*. The presentation of CT utilized here is out of Rene Thom by Christopher Zeeman, and attempts to apply it to everyday life. Mr Postle regards his book at one level "as an educational tool; as an investigation; as a translation of evidence and findings into a relatively neutral mathematical language in which their consequences could be laid bare." But another level he sees the book as a kind of creative play touching on matters close to the heart of religion and producing scientific models which take in such areas as art. Mr Postle is an Associate of the Royal College of Art and he is providing us with an artist's view of some development in mathematics. That way we move from the exposition of CT to Elliott's Four

What does emerge are the new themes noted by Anderson in his introduction. They are, first, the growth of a family history with all kinds of iconoclastic implications for our ideas about the family in the past. Then there is a radical reappraisal of the desirability of the family (Cooper and Latta) and the division of sex roles within it, which takes in the experiments associated with the commune movement. Finally, there has been a growth of Marxist ideas, and even more important, of phenomenological and symbolic interactionist approaches which concentrate on how the reality of the family and its constituent identities are built up.

When it comes to the construction of reality a Roman Catholic blueprint is provided by Anthony Bulley in his *Happy Families*. Bulley was Director of Religious Education in the Archdiocese of Liverpool and has much sage advice to offer on the challenges and opportunities of a family life lived within the context of the Roman Catholic religion. The author is very understanding, and his comments should prove helpful to quite a lot of people (not necessarily

## Swings and slides

Carl Slevin

*British Political Facts 1900-1979.* By David Butler and Anne Slioman. Macmillan £20. 333 25591 7. £8.95 25592 5.

Just how you distinguish between a specifically political fact and any other beats me; and it seems to have caused David Butler and Anne Slioman some difficulty. Lists of ministers, MPs and party officials, obviously; electoral dates, campaigns, results, swings, slides and debacles, equally so; policies from air raid shelters to zebra crossings, yes; the TUC, the CBI, the County Landowners Association, the League Against Cruel Sports, the Pedestrians' Association, and so on, more or less.

But we really do seem to have slipped down the constitutional greasy pole (not top of which sits an infinity of those who see politics in formal or legal terms, like angels on the point of a needle) into the quagmire of who does what and with which and to whom. And that slide leaves us struggling to stop the proverbial cricket ball getting into the political net. Wherever two or three are gathered together and push each other around, is that all we need?

*British Political Facts* veers in that direction, and includes everything about Britain which could, in any way, however tenuous, be seen as political. Apart from the more obvious subjects there are also sec-

tions on social conditions, economy, the nationalized industries, royalty, religion, the administration of justice, the press, broadcasting, the armed forces, the police, and so on. Some of the information presented is easily available elsewhere but some is quite uniquely so. Apart from this there is no complete list of twentieth-century ministers, the difficulties involved in doing it were considerable.

This is the fifth edition, 1963. The length has almost doubled, but the subject matter very much the same with a few completely new sections though there has been considerable rearrangement. Some important changes in society are obvious from the headings. For example the new now gets a chapter to itself as before, what there was of some material was subsumed in the general heading of state. There was one small table of migration in the first, but the immigration did not even appear in the index. In the fifth, the emigration table, appears, but alone gets four tables.

This is a big solid book with information 10 times more to get you through any A. Brizcon paper, as long as you have a theoretical sieve to strain through. And useful no doubt anyone who has to learn, to write about British Society.

Working hours from mid-March to mid-September were from 5 am to 7 pm or 8 pm, 14 or 15 hours with two and a half allowed for meals, and down to dusk in the winter. Fortunately there were many Church festivals as well as the traditional fortnight off at Christmas. Wages varied from 3d a day with "meat and drink" to 8d a day with no subsistence.

The aftermath of the Civil War was made worse by six bad harvests "which more perhaps than anything else were to destroy the Commonwealth and make men long to bring back the monarchy." Food was dearer than ever: beef went up a penny a pound to three pence, butter was sixpence halfpenny, cheese four pence, curries, almonds, sugar eightpence and the essential candle sevenpence.

The recording of innumerable Jarvis ceremonies tends inevitably to monotony; but the series of marriages, births and deaths is to an extent enlivened by pictures of everyday life. But Ms Duffy lacks the light touch, and the general reader may well find her book all too easy to put down.

Roman Catholics who feel perplexed and in need of guidance. It covers everything from drink to grandparents, and at under a pound it is very cheap indeed.  
 The latest book promises at least as much, though in a very different way. Denis Postle is a writer and producer, who lives on a barge at Chiswick, and has a particular interest in stress. The special franchise with which he has been entrusted on stress is provided by *Catastrophe Theory*. The presentation of CT utilized here is out of Rene Thom by Christopher Zeeman, and attempts to apply it to everyday life. Mr Postle regards his book at one level "as an educational tool; as an investigation; as a translation of evidence and findings into a relatively neutral mathematical language in which their consequences could be laid bare." But another level he sees the book as a kind of creative play touching on matters close to the heart of religion and producing scientific models which take in such areas as art. Mr Postle is an Associate of the Royal College of Art and he is providing us with an artist's view of some development in mathematics. That way we move from the exposition of CT to Elliott's Four

What does emerge are the new themes noted by Anderson in his introduction. They are, first, the growth of a family history with all kinds of iconoclastic implications for our ideas about the family in the past. Then there is a radical reappraisal of the desirability of the family (Cooper and Latta) and the division of sex roles within it, which takes in the experiments associated with the commune movement. Finally, there has been a growth of Marxist ideas, and even more important, of phenomenological and symbolic interactionist approaches which concentrate on how the reality of the family and its constituent identities are built up.

When it comes to the construction of reality a Roman Catholic blueprint is provided by Anthony Bulley in his *Happy Families*. Bulley was Director of Religious Education in the Archdiocese of Liverpool and has much sage advice to offer on the challenges and opportunities of a family life lived within the context of the Roman Catholic religion. The author is very understanding, and his comments should prove helpful to quite a lot of people (not necessarily

the continent was a long way home. And Cameron does not lightly the successive generations of elderly gentlemen who ran Society; in spite of their work, and considerable qualifications. He is critical of the held doctrine that dog sledges were of no use on expeditions—a belief that cost Captain Scott his life. He argues that a recent scientific expedition to the Marie Byrd Land, a little value without a comment to the need to conserve species of the region.

Yet the Society has evolved in the times, in spite of its ingrained conservatism. It is founded from a Regency Land club where travellers to enjoy exotic meals from they had been visiting, and managed to combine in a amateurism with painstaking professionalism.

But today the latter is in ascendancy, with its backing a new kind of multi-disciplinary, its careful custody, its expedition, its map of the world's blank maps, but its work must lie in a direction.

The book is the story of how the Society helped fill in the gaps on the world's blank maps, but its work must lie in a direction.

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## Man and nature

Richard North

*Heath and Moorland.* By Francesca Greenock and Alistair Robertson. Greenwood and Black £2.95.  
*Your Book of Forestry.* By Noel Macfarland. Fodor £2.25.  
*Tree in a Wood.* By Jan Ethelberg. A. and C. Black £2.50.  
*Animal Homes.* By Gwynne Vevors. Daffin £2.50.  
*Animal Disguises.* By Gwynne Vevors. Daffin £2.50.  
*Animal Head £2.50.*  
*Animals in Winter.* By Vanessa Luff. A. and C. Black £3.50.

In my childhood—schoolboyhood—Nature Studies meant going for a walk. In itself, that was more fun than sitting in a classroom, except in winter. But on the whole, I liked Nature Studies, though I do not recall if the teacher tried to put it in anything.

Of course, "ecology" had not yet been invented then. There were those of us who liked worms and things, and one boy under-stand to eat at least one of any species of insect we might bring in. Some of the more eccentric

Animals were nature books which deliver information prettily and invitingly. Lots of pictures to be rapturous over. But it is Vanessa Luff's book which will be saved and cherished. The illustrations—the author is ecologist and painter—have a certain coyness about them: just a touch of anthropomorphism. But they leave one speechless in admiration for the sheer beauty of the animal world.

Moreover, for those children who avoid the rigours of winter walking and would rather curl up with a good read than go out and disturb the sleeping countryside and its creatures—*Animals in Winter* has the merit of providing a copper-bottomed excuse for staying indoors.

Animals have everything for the young reader—colour, variety, exciting stories of attack and defence, magical changes, camouflage, and above all, countless riveting facts. Grasshoppers have ears on their legs: can any seven year old ask for more?

Published material now come in as many varieties as the insects do. Adam and Charles Black have chosen to go for the big dramatic four-colour photograph. In *Moths and Insects We Need*, by John B. Free A. and C. Black £2.50, 0 7136 2034 X.

*Insects We Need*, by John B. Free A. and C. Black £2.50, 0 7136 2032 3.

*Insects.* By Anthony Woolton, illustrated by David Harrell, Franklin Watts £2.75 85166 784 8

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## books

## Hutch, bowl, cage, field

Stephen Barber

*Care for your Rabbit.* Collins 95p.  
 It's easy to have a caterpillar to stay (and two other titles)  
 Chatto £1.50.  
 Life-Cycle Books: Butterflies Longman £1.75.  
 Nature's Way: The Wild Rabbit and Dragonflies Whitard/Deutsch £2.25.  
 Nature Trail Books: Garden Wildlife Usborne £1.50.

Is there a better way of learning about animals than keeping one? Here we begin with the warm-blooded nature-lover who keeps a pet for cuddles and progress to the detached scientist who takes his pleasure at a distance. These books, all aimed at young children, touch many points along this range.

*Care for your Rabbit* is one of a series which also includes caring for your dog, cat, goldfish, budgie, gar and garb: a whole menagerie

of popular pets. It proudly proclaims itself the official RSPCA pet guide, and is clearly nothing if not authoritative. It deals briskly with breeds, hutchs, feeding, ailments, and the pictures are clear. This is a firm but kind book for the owner. It is not a study of the creature.

More enterprising is Chatto's new series *It's so easy to have a caterpillar to stay*, with its companion on snail and worm. The idea is to take the creature for a few days to study it in a simplified version of its natural habitat, and then return it. The pictures are accurate and witty, but why is the same boy hatched all over time? The text is shy about its authorship but is very efficient with moments of quiet charm.

*Life-Cycle Books* look similar but the emphasis here is on a longer time span than *It's so easy* so the extent of direct experience has to be sacrificed. These books are for study. That said, *Butterflies* is delightfully clear and simple, with

such words as "chrysalis" and "nocturnal" introduced and reified rather than avoided. You can also get *Birds, Flowers, and surely most appealing of all—Frogs*. Again, *Nature's Way* features the magnificent photographs of Oxford Scientific Films. There are a few pages of rather technical text, but the picture captions are easier. And these books exist for the pictures. Again, they follow through the life cycle, but they show things the pet-owner or observer has no change of seeing. Close-ups of adult dragonflies emerging from their nymph shells are spectacular, but the rabbit book can calmly offer the young at one day old. This is a world far removed from pet keeping, but complementary to it.

Finally, *Garden Wildlife* has the most information and pictures in the space. This is another of Usborne's brisk and energetic books, and it could act as springboard for more projects than all the others combined.

## Creatures with ears on their legs

Anne Angus

*Moths.* By Pat and Helen Clay A. and C. Black £2.50, 0 7136 2034 X.  
*Insects We Need.* By John B. Free A. and C. Black £2.50, 0 7136 2032 3.  
*Insects.* By Anthony Woolton, illustrated by David Harrell, Franklin Watts £2.75 85166 784 8

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## Paperbacks

## Happy families

David Martin

*Sociology of the Family.* Edited by Philip Barbour. Penguin £3.50, 14 08 0153 8.  
*Happy Families.* By Anthony Collins. Fontana 35p. 00 625919 7.  
*Catastrophe Theory.* By Denis Postle. Collins/Fontana £1.50, 00 635550 5.

These three books are all in very different ways about our personal life. The first is a sociological reader on the family which includes pieces which look ahead to new models of family life as well as a central, more concerned with the variety of forms the family takes in different social contexts.

If a student or curious reader wants to know what is what about the family and needs to spend his penny carefully then this is the best buy. It is nearly a decade since Michael Anderson produced his first book of readings and the present version is a much improved model. Just how much has occurred during the past 10 years is indicated by the high proportion of contributions written in the seventies.

Those of us raised on the family sociology of the fifties have had to watch our hard-won unconventional wisdom slowly undermined so that these readings represent a report on the wreckage of what we believed. We thought the clamour over divorce vastly overdone and we saw the family reduced in scope only the better to fulfil its essential

functions. We knew about those extended families in Beilmer Green and we had taken on board what we knew about the functional fit between the nuclear family and industrial society. True, Parsons is still represented by two pieces in these readings, one of them being his reply to his critics, but much else has fallen away with very clear new outlines emerging.

What does emerge are the new themes noted by Anderson in his introduction. They are, first, the growth of a family history with all kinds of iconoclastic implications for our ideas about the family in the past. Then there is a radical reappraisal of the desirability of the family (Cooper and Latta) and the division of sex roles within it, which takes in the experiments associated with the commune movement. Finally, there has been a growth of Marxist ideas, and even more important, of phenomenological and symbolic interactionist approaches which concentrate on how the reality of the family and its constituent identities are built up.

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## Another type of trip

Clare Toynbee

*So You Want to Try Drugs? Here's What You Should Know.* By Pigma Foster and Alexander McCall Smith. Macdonald £2.95. 904265 36 6.

This book is intended to put young people off drugs and it sensibly includes the legal drugs nicotine and alcohol as well as heroin, cocaine, hashish, amphetamines, cannabis, glue and so on. It also deals with types of addiction, symptoms, and "getting caught".

Most of the factual data in the book are perfectly correct. The authors have not fallen into the common trap of lumping types of drugs together: they have made proper distinctions between each drug as to addiction and effect. The emphasis on alcohol as a dangerous drug is particularly commendable with cannabis is also commendable. There should, however, be rather more on

cocaine which is becoming increasingly more available particularly among the young and, although it is to be recommended, cannot be missed simply as a more dangerous than amphetamines. Since this is a highly debatable point, I illustrate showing where heroin comes from, its slow rate of date: most heroin smuggled into Western Europe comes from Iran and Afghanistan.

But these are minor objections to a book which is unusually up to date in the choice of drugs discussed and in its distinction between physical and psychological addiction. My only real objection is to the tone, which is over-heavy and patronizing. An 11-year-old might not be put off the whole thing by statements like "an addict is a drug addict" but it simply means a drug addict. This can only be counter-productive.

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GRAN CANARIA	El Estero Apts	1 Bedroom	2-3	Thurs	£195	£82	
Puerto Rico	Complex (with pool)	1 Bedroom	2-3	Thurs	£195	£82	
VENETIAN	Lido di Jesolo	Apts	1/2 Bedrooms	2-5	S		







## resources



## Depths of need in the Third World

by David A. Alexander

The Needs of the Third World 24 slides, 19.25.  
Needs in the Third World 12 slides, 13.15.  
Education in the Third World 18 slides, 14.20.  
The Slide Centre, 143 Chatham Road, London SW11 6SR.

The 1960s may well be the decade when most of us are no longer able to ignore the linked series of intractable problems faced upon food, population, jobs and energy. Among the developing nations of the Third World, about 30 million children die each year from malnutrition. One person in three either has no work or is chronically under-employed, and future energy provision and cost is giving cause for grave concern. The present world population of 4.3 billion is likely to increase to 5.3 billion by 1980, and unless prompt and adequate action is taken now, this figure will reach 10 billion by the late twenty-first century. Nine out of ten of these people will live in the Third World.

The importance of Third World studies is beyond question, and these three colour slidesets form an important nucleus from a total

series of 33, all written by Roger Moore. They adopt a refreshing attitude towards the future of developing nations and ask searching questions of the traditional large scale, high technology, high energy and capital intensive approach, associated with over-concentration on such prestige projects as greening the Sahara or developing a trans-African highway.

It is important to recognize that people everywhere need food, water, shelter and the ability to enjoy lives free from unnecessary suffering and ill-health. There are viable alternatives and Third World countries urgently need practical, small-scale, inexpensive and localised improvements in such areas as land quality, health care, animal husbandry, water availability and transport, which make maximum use of available resources. Manpower is one such resource. Manpower is one such resource.

The slides illustrating *Health in the Third World* give a clear indication of the fight against such diseases as cholera, malaria and yellow fever, and make the point that more sickness and more than half the deaths are caused by malnutrition or polluted water. Similarly, many countries spend money

on the more glamorous showpieces of health improvement such as large, attractive hospitals, rather than tackling the fundamental causes of ill-health by providing adequate food, clean water and proper sewers. *Education in the Third World* reveals a situation where less than 40 per cent of the children of school age complete even primary schooling. Attitudes towards education may seem to be more as a means of getting a certificate or diploma, rather than as a means of giving more people practical skills. Education and literacy are clearly of crucial importance in enabling people to understand what is going on around them, but are Third World countries sufficiently mature to accept the inevitable rise in political awareness that must accompany such improvement?

Teachers already involved in Third World studies will no doubt have come to recognize the value of this series of slidesets, with their question sheets numbered to correspond with related slides. There is no doubt about the fundamental importance of Third World studies if we are to make any attempt to achieve what Barbara Ward has called the "vision of joint survival".

## What's a weed?

by Jim Anthony

Wasteland Plants  
Council for Environmental Education/Town Teacher.

Obtainable from the CEE, School of Education, University of Reading, Eastern Avenue, Reading, RG1 5ES.

One man's weed is another man's flower. Tidy-minded gardeners who curse the prolific nuisance called bindweed would be horrified to see it prominently displayed for sale in the best seed catalogues.

This pack from the Council for Environmental Education contains some extremely useful material for teachers attempting local studies, especially those who feel themselves restricted by an inner-city or suburban area in which they have to work. Days out on what used to be called nature study trips need advance planning, and packed lunches; it is often better simply to take a class out for a couple of hours fieldwork.

This has always been practicable for rural and village schools, but town-based teachers need look no further than the neglected corner of the playground, the passage leading from the school between the factories, the canal path, or (with the owner's permission) the overgrown gardens backing on to the playground.

A television series for middle schools recently devoted a programme to the flora and fauna of the average suburban garden, and this CEE pack offers the background information and reference material to help identify all the botanical specimens commonly found in this environment. *Wasteland Plants* offers remarkably good value with full (A4) pages of information on 30 common species, with additional notes on the parts of a plant, and four strengthened sheets to be cut up to make a plant identification booklet of 32 pages on glazed card.

## Standard leaflet

The latest leaflet from British Standards is called *The Man from British Standards* and is for young, semi-able ability (CSE and O-Level) who are studying consumer affairs either as a project or as part of a course.

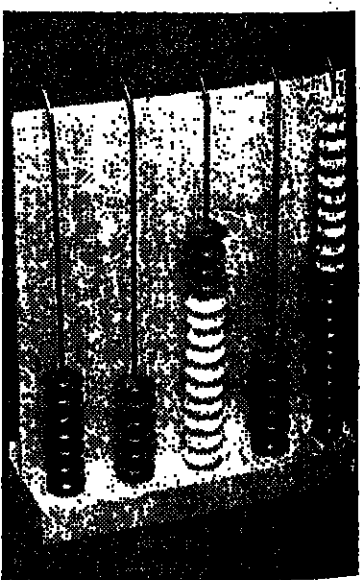
This cartoon-style publication gives basic information about British Standards and levels of performance and safety for goods and services. It names the various government departments and other organizations which aim to protect the consumer's rights. A supporting worksheet is also available.

The leaflet is sold in packs of 25 including teachers' notes and a master worksheet and can be ordered from Sandra Henderson, Educational Section, BSI, 2 Park Square, London W1A 2BS. The pack is £3.25, including postage and packing.

## Material colouring

Pens with which to draw on natural fabrics have been introduced by E. J. Arnold. The colours can be fixed by ironing the material between two sheets of damp blotting paper, and once fixed the colour is fast and can be washed, the company says.

The dye-stick pens are in eight colours and are re-chargeable. They come in sets of 24 pens, three of each colour, and cost £4.15 per set. E. J. Arnold and Son Ltd, Buttery Street, Leeds LS10 1AX.



A hoop abacus from ESA. It measures 225mm wide by 285mm high and has five hoops on which are 20 discs of many colours. The base is solid heavy wood. The abacus costs £7.75.

ESA Creative Learning, Pinnacles, Box 22, Harlow, Essex CM19 5AY. (Ref. 7011/989).

## Copyright and computers

Computer software and copyright legislation is the subject of a reference which is being organized by the Council for Educational Technology.

It will be held on July 3, at the Mid-Herts Teachers' Centre, Watfield Road, Hatfield, Herts, between 10.00 am and 4.30 pm.

For further information or bookings contact Mrs A. Anderson, 01-971 8045.

## Sea subjects

Summer films at the National Maritime Museum include *The Explorers: Columbus* (July 25), *The Knights of Malta* (August 20), *Greenwich: A History* (August 21), *George and George* (August 22), *George and George* (August 23).

The programmes have been chosen mainly for older children and adults, but some are suitable for younger children. Further details from the National Maritime Museum, Greenwich, London SE10 9NF.

## Strangers on the screen

NICK THOMAS on series for infants

*My World*, Monday, 9.30. Wednesday, 9.30.

*You and Me*, Monday, Wednesday, and Friday, 11.25. Tuesday and Thursday, 1.00.

*Something to Think About*, Monday, Wednesday, and Friday, 1.15. Tuesday and Thursday, 1.30.

*My World* is concerned to convey the complex and essential ideas of the world to the young child. It is a series of 10 episodes, each 10 minutes long, and is aimed at children aged 3 to 5.

*You and Me* is a series of 10 episodes, each 10 minutes long, and is aimed at children aged 5 to 7. It is a series of 10 episodes, each 10 minutes long, and is aimed at children aged 5 to 7.

*Something to Think About* is a series of 10 episodes, each 10 minutes long, and is aimed at children aged 7 to 11. It is a series of 10 episodes, each 10 minutes long, and is aimed at children aged 7 to 11.

The series are designed to help children understand the world around them and to develop their thinking skills. They are aimed at children aged 3 to 11.

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with the cool but intimate, somewhat very English approach of *My World*, *You and Me* is post-Sesame Street, poppy and jolly, featuring Duncan the Dragon and other imaginary animals. The overall theme is general language development, with special groups of programmes on themes like symmetry and reflection, or health and hygiene. Each sequence of programmes is accompanied by a large and colourful book of stories, features, puzzles and games.

*Playtime* is designed for use in playgroups, nursery schools, and reception classes. Each programme runs through a wide range of events—stories, rhymes, movement games and songs. In effect, it is *Listen With Mother*, extended in the direction of group listening and group participation. The notes emphasize that children will need their teacher's or playleader's presence and involvement to keep their attention on the programme.

*Something to Think About* is meant to be recorded and used in the infant school assembly, or in the classrooms immediately afterwards. There is no direct religious content, but a generally uplifting intention. The stories, chaps and songs are all focused on moral issues or on the celebration of an aspect of existence in terms available to the children either through their own experience or through familiar storytelling conventions. The summer term programmes are on the general theme of nature—weather, flowers, animals. The teacher may suggest further material on the themes.

One big question is raised by these last two programmes. Is it really a good idea for children to receive this type of very basic proto-educational input through a speaker in a radio or tape machine, whom they know? It must, surely, tend to create a rather odd understanding of what is being conveyed.

## Plain man's ballads

by M. Patterson

After the Gold Rush  
The BBC schools series "Scene" is usually well worth watching, and the latest programme, *And the Winner Takes the Prize*, is no exception.

The programme is a collection of 10 ballads, each 10 minutes long, and is aimed at children aged 3 to 11. It is a series of 10 episodes, each 10 minutes long, and is aimed at children aged 3 to 11.

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## Top people

by James Bromwich

ADULT EDUCATION  
Public Office  
Granada, 30 minutes  
Fridays, 11 pm (Granada) and  
Sundays, 1 pm (London)

*Public Office* is a series of programmes examining the role of a group of men responsible for aspects of the social or economic structure of the country. They range from chairman of nationalized industries to a police chief constable.

The approach is the classic fact-to-face interview. Vivian White meets his weekly subjects on their ground—Lord Hailsham in Chambers, Sir Michael Swann at the BBC, and Sir Peter Parker at the Euston headquarters of British Rail. The format has an implicit value in giving a sense of context to the discussion that can easily be lost in a studio setting.

The main concept motivating the programme is an interesting one, dealing with that human area lying between the legal definitions of a job, the political significance of a position, and the personal life of a major organization.

Although apparently very different "public offices" (the rarified Inns of Court seemingly a long way from the twenty thousand trains a day for which British Rail's chairman has responsibility), they have rather more in common than one might expect, in that they were appointed rather than elected to these positions. The format of the programmes enhances this impression by using similar questions in each interview. Most have been asked in one form or another how they came to be appointed, how their organization is financed, how their perception of the role that the office performs and for some assessment of their own contribution, generally indirectly by commenting on the advice they might offer a successor.

However, a salient characteristic of all the men (no women) so far interviewed is their common perception of the basic nature of public office at this level. They all saw themselves as needing to give qualities of "balance" (Parker), "patience and persuasion" (Swann), "restraint and impartiality" (Hailsham). All seem to be seeking to avoid overt intervention wherever possible, thus preventing differences of opinion turning into conflict (both in their relations with their own organizations and with the government and other external elements). The viewer is left in all cases with the impression of moderate and wise men. The

## Heartbreaking pregnancies

by Frances Farrer

FILM  
*A Marvellous Beginning*  
16mm, colour, sound, 10 minutes  
If Only We'd Known

*A Marvellous Beginning* is a 16mm colour film, 10 minutes long, and is aimed at children aged 3 to 11. It is a series of 10 episodes, each 10 minutes long, and is aimed at children aged 3 to 11.

*If Only We'd Known* is a 16mm colour film, 10 minutes long, and is aimed at children aged 3 to 11. It is a series of 10 episodes, each 10 minutes long, and is aimed at children aged 3 to 11.

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## media

## Briefings

## Radio and tv

## CE and general interest

*Education Matters* (Sunday, 10.35 BBC1)

In the last programme of the series, Corinne Hutt talks to Adam Hopkins about pre-school education. *France Lives On* (Tuesday, 19.20 Radio 4)

"De Gaulle and the French Resistance" explains why the Resistance movement attracted such support. Interviews with Jean Bory de Saint-Vincent and Geoffrey de Courcel reveal that collaboration is still a live issue. *Traveller without Luggage* (Monday 19.45 Radio 4)

New production to mark Anouilh's 70th birthday. Directed by Graham Gould who plays, starring Dame Flora Robson and Jane Asher.

*For schools*  
*Finding Out* (Monday, 9.47 ITV)  
The last in this unit on "The Eye Machine" features a graphic artist and his work. He shows 7 to 9 year olds how to make simple animated films.

*History Around You* (Monday, 10.05 ITV)  
8 to 11-year-olds look at the historical role of hospitals. *A Place to Live* (Monday, 10.43 ITV)

*The Inhabitants—2* features birds and spiders found in suburban locations. The over-8s learn about some of their characteristics. *In Germany* (Monday, 10.45 VHF4)

12 to 15-year-olds study "How to get about in a big town". *What's Being Telling* (Monday, 11.00 VHF4)

"It will only end in tears" deals with weddings and the reactions they provoke. For 8 to 12-year-olds, *Springhead* (Monday, 11.20 VHF4)

"Derailed" is a story of how thieves are foiled by children living in a small street railway community. 7 to 9-year-olds get a hint of what it was like to live in the shortages of 1947.

*Picture Box* (Monday, 11.22 ITV)  
A film for 8 to 11-year-olds about the American buffalo and its link with the Red Indians. *Time and Tune* (Monday, 11.40 VHF4)

A programme of children's own work including songs, verses. *Exploration Earth* (Monday, 14.00 VHF4)

"The Great Outdoors" takes a look at activity holidays. 10 to 12-year-olds go pony-trekking, walking, canoeing, rock-climbing and caving. *Spies* (Monday, 14.30 VHF4)

"The Sea and the Holiday" is a 10-minute unit designed to get 14 to 16-year-olds talking about values.

*If Only We'd Known*, a series of three Trigger films, more obviously directed at schoolchildren. Part 1 concerns Debbie, who is 16, pregnant and frightened. Her friend Linda of the heavy make-up and bad advice and Terry, the father, who nurses out to be a responsible and caring adult after all.

Part 2 features another heartbreaking pregnancy (nostalgia for the Hollywood "Darling, I've got some wonderful news version becomes unrecognizable after a while) in which Fiona is treated by an ideal, sympathetic, confidential doctor who is the most patronizing figure in the whole series.

In part 3, newly pregnant Sarah is being kept at work by selfish, unemployed Eric, who of course has a cigarette and discourages her from going to the clinic because it tires her and loses wages. As Sarah and Eric are married the possibility of abortion is not considered. The other two films scarcely mention it either—an important omission.

In the Trigger format the film is stopped every so often for action replays, with questions for the audience to discuss. Should I have said that? What do you think? Might do now? Many more questions are begged. The films like the campaign may have impeccable intentions, but they lack courage

While one can sympathize with the professor's ignorance of motherhood, this portrays an ignorant mother who is likely to be a patient that borders on the facetious.

*A Marvellous Beginning* sets out to show what is wrong with modern medicine and treatment. In hospital

and clinics. It does it mostly via the talking head of Professor Huntington, who explains a lot of truths about attitudes to patients which many will feel are self-evident.

According to the professor, doctors and midwives process mothers through a quasi-factory system, and mothers suffer a terrifying loss of identity at clinics and in hospital. Prenatal care means sitting in impersonal waiting rooms for hours, building up tension. Mothers, being rational people, either skip appointments or are so nervous that they forget to mention physical changes which may be vitally important. Perhaps all this is still new to some, and if so it is a pity that *A Marvellous Beginning* is so unimaginatively conceived. It is unlikely to stimulate interest in the uninitiated, and almost any mother who has been through the medical system will find it predictable.

## Seeing and believing

by Raymond Walker

*Physics in the Modern World*  
Compiled and edited by Antony M. Collins

Nicholas Hunter Publications, Mutton Yard, 46 Richmond Road, Oxford OX1 2JT. £30.00 a set.

It is rare to come across useful visual material of modern optical applications involving the basic principles of light, and suitable for CSE and O level courses upwards. "Optical Instruments" is a unit in the series *Physics in the Modern World*, seven slide sets for use in physics and engineering courses. The material is best used as a follow-up to notes and experiments or for reinforcement in revision.

The topic starts with a look at the magnifying properties of a convex lens, 20 per cent of the crystalline lens of an animal's eye. A valuable comparison is made between the black pigmentation and multi-black interiors of optical instruments.

The image of the retina is viewed through a window cut in it, a novel idea, but the slide is difficult to interpret because the object (of three coloured light sources) is badly constructed.

Well chosen visual material clearly shows camera focusing and illustrates visual angle/size deception. The notes on the camera section are pedantic and provide complicated information on f numbers, an area surely outside the level of intended use.

A very good cut away illustration clearly reveals the three prisms in binoculars; but it would have been more appropriate to show a simpler form of microscope with clearer ray path as the slide provided is likely to be appreciated only by A level or OVC students.

An unusually clear presentation of the optical path of a projector is given by two ray diagrams, which show illumination and image formation separately.

The explanation of visual angle from real and model cars is far from clear, and no explanation is given to show how different microscope objectives provide different optical magnifications. Instead, supplementary information on polarized light adds to the confusion.

The notes give a lot of detailed descriptive information to compensate for a lack of visual information, but they are useful. The topic of Electromagnetic Optics is divided into two sections: Reflection and Refraction. It is concerned with modern applications involving the different regions of the electromagnetic spectrum between microwaves and ultra-violet light.

The wealth of modern technological applications for reflectors in common use is surprising. An interesting application is in measuring the distance of the moon from Earth by laser "echo" and a close-up of the moon's surface

with reflector in position provides a captivating opening. A diagram showing its multi-directional facility would have been useful, however.

Leading neatly on to a consideration of the reflector telescope, the notes provide valuable information. A departure from standard textbook material is the novel inclusion of the reflector telescope camera lens with an example of its capabilities.

The unit moves on to a consideration of microwaves and radar use. It could have been more positively stated that microwaves, being adjacent to the visible band of the electromagnetic spectrum, behave as light waves rather than radio waves. Shuffling a line of eight between P and Q repeater leaves out the valuable use of reflection in waveguides and horn aerials which could have been covered with an inset diagram. An interesting section covers airport radar.

An unusual set of reflections occurs in the microwave cooker, a suitably familiar application. Unfortunately here, as in the two other slides in this unit, the notes put the emphasis on background information rather than reinforce visual information in the slides, and the unit has little to offer in implementing an exam oriented course.

In part two of "Electromagnetic Optics, Refraction", classic examples of refraction are replaced by more familiar images. A half-submerged camera is used to great effect to demonstrate with a visit to text book convention, the decrease of refractive index by ratio of image size below/above water, hence a rough estimate of 1.3 can be calculated visually.

## Discovery methods

Latest addition to the integrated training information series of handbooks produced by the Manpower Services Commission is *People and Work*, which explains how the discovery method of teaching can be used by those responsible for training for industry. The booklet discusses the psychology of the method, shows by way of practical example how it can be used and offers hints

The effects of Schlieren photography are always fascinating, and are well presented here.

Mirage and rainbow are treated under a strangely entitled section on total internal reflection. Without introduction for students: a visual explanation is badly needed. The subtopic covers five frames ranging from rainbow to fibre optics in medicine and communications.

A very good visual section on infra-red photography is informative and uses good material. The notes are clear and include the necessary procedures for understanding and interpreting the information. Teachers will find useful details of IR wavelength limits and the enormous latitude of temperature detection (−30°C to 2,000°C) which is outside text book coverage.

In contrast, the final section on ultraviolet light is a disappointment. Photographs of sunburners, Concorde and aerobics do little to get to grips with real principles of physics and properties of ultraviolet on a level which complements the material of previous sections.

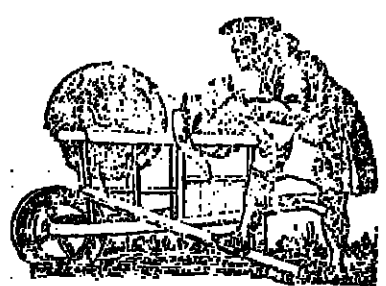
This double unit covers much of value in relation to the electromagnetic spectrum, yet it would have been better not to have referred to reflection and refraction. A great deal has been said about the need to make physics relevant to the real world, and this has been borne in mind by the producers of this material. What is not clear is the best use for the material. It seems to cover subjects areas lying at a tangent to the main core content.

about designing courses utilizing the method. There is also a chapter demonstrating some of the knowledge to be avoided and a note about sources of further information. The booklet costs £1 and may be obtained from the Manpower Services Commission, the training services division at Box No PW 700, 800, Kirk House, 166 High Holborn, London WC1.

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# talkback



## Axegrinder Rough cuts

The bonus from Clegg, that might eventually filter through to our overworked teachers, is supposed to compensate for "the wide range of extra-curricular activities which are part of the professional obligation of teachers to pupils, parents and schools".

Like "peace in our time", "professional obligation" is one of those innocent phrases that mask a multitude of human struggles.

In primary schools, it extends to costumes for Wise Men, wings for puppets and masks for ferrets, snails and weasels, sorting 41 socks into

pairs, washing plastic bags to sticky bits in cinders and attending to faints, cuts, sprains and bruises.

In secondary schools, the range includes looking up fights, supervising assembly, counselling the potentially pregnant, bullying protection racketeers and writing "Language Across the Curriculum" propaganda. Headteachers constantly invent bright new "obligations" that teachers might have towards pupils, parents and especially to "their schools".

At this time of year, summer fetes provide many new opportunities. Where for the parents this is an informal alternative (in a liberal democracy) to school fees (especially in voluntary schools), for the staff it means endless battles with tombolas, pick-a-stones, coffee-cappuccinos covered with superglue, and smart kids subverting the hostile staff.

Our local primary school, most certainly on the right side of the tracks (even if the tracks do carry the odd ton or two of nuclear waste), leaves no one in the community unattended. Its fete extorts vast quantities of money by tapping all sources regardless of caste, colour, creed or media affiliations.

"Dear Parents, I am sending out a list of some stalls for the Summer Fair together with the goods

that are needed." The "goods" are then listed under 52 headings. Even the nearby City Farm, crowded to living a whiff of the countryside to deprived urban youngsters, is used to provide pony rides and the odd duck to raffle.

The headmaster has been known to follow the poor beast's monotonous circuit of the infants playground, quickly transferring the droppings to school dustbin liners. These he flings to the merry urban possums/intelligentsia who are more than happy to shell out and cart it off in Volvo estates. Some of it, I hear, has reached second homes in Suffolk.

As she stuffs the takings, sticky with candy-floss, into the empty clear box (normally used for dinner money), the teacher may well feel herself to have become, as Kay-Shuttleworth feared in 1843, "a hireling into whose mind has sunk the doubts of the sceptic and in whose heart was the worm of social discontent".

In our turbulent local comp, faced with a possible merger, the head drew up an inventory of new duties for staff. She took literally the findings of the Rutter report which states: "Keeping the school clean, tidy, and well-painted with attractive pictures and plants ... seemed to encourage the

children to respect their surroundings and behave more appropriately. Similarly, academic attainments were better in schools which provided good pupil conditions such as access to a telephone, availability of refreshments."

At a time when the school is besieged with residents' complaints of mass vandalism, the head assiduously replaces the plants, neatly arranged in long boxes in the entrance hall. Unfortunately the pupils find seats a higher priority than verdore, and in the contest the latter usually succumbs. One teacher is now required to guard the public phone each break time.

So wide are the limits of "professional obligation", and so fascinating the variations, I have persuaded the editor the TES to part with prizemoney: two £5 book tokens for the most bizarre extra-curricular activities that I can publish. (Entries to Axegrinder by the end of the month, please.)

For my money, I wonder what "professional obligations" were being fulfilled by the teachers in a C of E primary school, who were still carrying furniture out of the school at 7 pm, to make way for the local Church fete. On the faces of these hirelings I noted obvious "worms of social discontent".

## NAHT and the cane

Tom Scott

A report on corporal punishment has been published by the National Association of Head Teachers, based on a questionnaire sent to its members in 1977.

The NAHT states that its figures "give the lie to those who claim that corporal punishment is widespread and abused in the schools". A study of the NAHT's carefully selected and tendentiously presented data makes it clear that there is a great deal of corporal punishment taking place.

The NAHT admits that (over) punishment has been abolished in only 21 per cent of the 4,645 schools replying. If the sample is representative, it substantiates 570th estimate—based on previous research evidence—that approximately 80 per cent of British schools retain corporal punishment.

Although significantly falling, the total number of beatings recorded in the survey year (1977), the statistical tables list 11 ranges. The highest category is 50-plus, yet we know from previous surveys that some schools receive hundreds of canings a year (Bacon's School in South London recorded 689 canings in 1976-77).

There is no breakdown of figures for secondary, special or middle schools, which means that the number of beatings in secondary schools are hidden. Conversely, the NAHT considers it worthwhile publishing statistical details for primary schools, where the incidence of corporal punishment is relatively low.

It must also be borne in mind that well over half the teachers who replied to the questionnaire said they did not consider an "occasional slap" as "corporal punishment". It is not surprising they do not record it in their punishment books. Nor do official statistics include the unofficial thumps and whacks with flat metal rulers, training shoes, pieces of wood, and so on.

Other disturbing features of the NAHT survey include: Sixty-two schools (12 per cent) of the total replying to the questionnaire allow teachers to inflict physical punishment on boys aged seven and under. Given the denial by many heads that a "slap" is corporal punishment, this suggests that the beating and stripping of infants may be more common than has been generally recognized.

Eleven per cent of the comprehensive school heads allow all staff apart from probationary teachers, to beat children. In primary schools, the figure is 10 per cent, amounting to 27 per cent.

The reasons given for reporting punishment include "bullying" and "attacks on staff", presumably because some teachers believe it is possible to persuade children not to be violent by beating them. It is also revealed that, in some schools, canings are being meted out for "offences" as "unsatisfactory work" and "lateness". Other categories—like "disobedience" (not to be confused with "flagrant disobedience")—children serve to hide the fact that they are being beaten for trivial reasons.

A minority of heads (0.7 per cent) admit that they allow male teachers to punish girls, and nearly 10 per cent of those replying allow women to beat boys.

Overall, a more honest picture of research, or more honest admissions, could hardly be imagined from a professional organization. In spite of the reassuring picture it tries to portray of a dying log, the NAHT survey cannot disguise the fact that corporal punishment is still in widespread and indiscriminate use in British schools.

Tom Scott is education officer of the Society of Teachers Against Physical Punishment (STAPP).

## Only one planet

Paul Hending criticises

the failure

of schools and the

examination boards to

come to grips

with environmental

education

"Curriculum 11-16" has come, if not quite when you seem to have left hardly a ripple among working teachers. Its lack of significance in the current debate to which it claims to contribute extends right across the curriculum, but must be particularly hard felt by environmentalists, who might reasonably have hoped for a better deal.

"Education for life", we are told, is our theme. Yet the environmental issues which are vital to the continuation of life on this planet get scant attention, not only from the examination boards, but from the entire education system. If educationists fail to rectify this in the near future, there is unlikely to be any life in this country worth educating for.

The entire compulsory education of today's children may be completed with little or no reference to the environment or to the relevance to human life. That is the most worrying feature of the curriculum. It is not only that the curriculum is so environmentally deficient, but that it is so environmentally deficient.

In primary schools the opportunity to explore the inherent interest of most children in the environment is often missed. Where the teacher is interested, all is well; but if not, there is little pressure from outside the classroom to ensure a fair ration.

Outside the primary teacher who takes the basics or even creative activities to his pupils, but who has complaints about inadequate nature study? A pity, as today's young naturalists are the environmentalists of tomorrow.

In secondary schools, a number of difficulties beset the introduction of adequate "environmental" courses, not least a lack of resources and knowledge among teachers. This is not to mean insurmountable, however, as there are arrangements in teacher-training to provide subject areas along with suitable service courses, though, sadly, this is not always the case. The promotion of environmental material in the lower school would be straightforward, as teachers have a great deal of control over the content of these courses. It is probably true to say that some schools, particularly in the private sector, are already doing well in this respect, as many schools begin to do so.

One of the major stumbling blocks to a sound environmental education comes when pupils are asked to consider the environment as a component of the outside world, rather than as a part of their own lives. This is a mistake, for the environment is not something that is "out there" to be studied, but something that is "in here" to be lived. The environment is not a subject, it is a way of life.

Perhaps the Associated Examination Board's consideration of the environment as a component of the curriculum is a step in the right direction. We should be seeking, therefore, the means by which environmental education, for want of a more



Fighting pollution on the beaches, an increasingly familiar sight on the British coastline.

Thereafter, there is little scope outside the exam syllabus.

How much experience of environmental issues is required of the candidates by the exam boards? First to CSE. My remarks relate to the South Western Board, but I have found no evidence to suggest significant differences elsewhere.

What sort of environmental content do we find? In Biology? Rural Studies? A mention of the Country Code and conservation trusts, but nothing of broader issues. World Affairs? Nothing. Yet if global conservation and environmental issues are not "world affairs", I wonder what are.

Of course, the option of an environmentally biased Mode 3 syllabus is always available, but few schools will be able to muster staff with sufficient time, enthusiasm or experience to produce one. And the currency of Mode 3 is even lower than that of Mode 1 in less enlightened quarters.

Perhaps the supposedly more elevated plane of the CCE boards will give a better yield? The reputedly traditional Cambridge Board offers a complete blank under Biology, but is a little more promising in Environmental Science. Here, there is a "balance of nature" but all within a section which amounts to one-seventh of one-eleventh of the syllabus. "World health" rates a similar portion.

Oxford fares a little better. Although the Human Biology syllabus makes no mention of environmental topics at all, Biology proper includes a consideration of "Man as a factor in the environment, and his place in nature". Good stuff, but again, only as a small component of a section which amounts to one-sixth of the course. The Environmental Studies is better yet, with a promising introduction to the "Telescope of Conservation" but one which is not a very powerful telescope.

Perhaps the Associated Examination Board's consideration of the environment as a component of the curriculum is a step in the right direction. We should be seeking, therefore, the means by which environmental education, for want of a more

even with a choice of two syllabuses.

Environmental Studies, however, is much better, with no less than 30 per cent of its total marks allocated to a special study of the environment. This is some scope within the schools themselves. Those responsible for curriculum development should be consulting with heads of appropriate subject departments with a view to getting something in the junior courses. The third year is better than the year at all.

The key, however, lies with the examination boards. Only through their medium can we be sure that large numbers of pupils of the right age are exposed to the right sort of material.

I am reliably informed that examination boards are increasingly receptive to new ideas, and that these are particularly welcome from groups of teachers. What further aid do we need? It is not overly cynical to suggest that, if it is on the exam syllabus it will be taught, and taught well. If it is not, it probably will not be. A prominent position on the syllabuses of, say, biology, geography and world affairs should ensure a fair coverage, especially if aided by some inclusion in history, chemistry and RE.

The consequences of allowing the environmental aspects of education to escape the present, and future, generations of school children are alarming. Whether Greenpeace has a case, or whether Friends of the Earth is a case, or whether the matter is worthy of consideration, whether whistles, or energy, are worth saving is more critical still.

Most important, these children will be confronted with environmental changes with which they will be unable to cope without some preparation. Let us start now.

Paul Hending is head of biology, Haygrove Comprehensive School.

Copies of the Haygrove conservation/pollution booklet, which is used with the third year, are available from the author, at Haygrove School, Darlington Road, Bridgwater, Somerset (please enclose two 10p stamps).

## Talking and learning

Claire Hardisty

Last year, I spent a term observing top juniors in a north London primary school, as part of a research course. Though going for new experience, I was dubious when the class teacher asked me to observe a group of notable misbehaving boys.

One piled up books and papers and shouted threats excited them, and they plunged their hands deep into it.

"What have we got to do with this, Miss?" "It's a mess," said one of the boys, but Miss told me that he is going to "do that in-out which because it is quick". If he had a machine, he adds, it could be "more quick". The boys become quite chatty.

"Miss, she go machine," says one boy.

"What for she use it?" scoffs another.

"For de sewing," Costas answers, concentrating, mixing up his concepts for the first time. He is intensely serious, determined to get the lines right, three across, then some down, and round to make a frame.

"Miss, you help," Robert commands. "I want the red threaded through." Usually achieving nothing except an aura of unrest around him, he has created in my mind a complicated structure of "crosses" and "running stitches" surrounding a rapidly diminishing centre.

Justine, a graceful West Indian



with beautiful features, usually cannot sit still. Every reprimand provokes a cheeky answer. He sings, whistles, chatters and giggles about on his chair, throughout the session, discussion, writing and sewing.

Now he sits silent, in deep concentration. It takes him forty-five minutes to make a line of double crossed stitch in two colours. When he finishes he bursts into song, his whole face alight with joy. His tongue winds itself around a complicated tune, rhythmically, intense. I ask him what it is.

"By the waters of Babylon, Miss," he explains kindly, "is pop". Lasti joins in: "Cadbury's make 'em and cover 'em with chocolate".

Costas and Lasti keep up a kind of running parade, part Greek, part Turkish, with little English, but much American, advertising slogans and catchphrases, all very quick and jolly, and quite incomprehensible. At intervals they roar with laughter. "When you leave school, Miss?"

I know enough of them by now to know that it is not my life story they are interested in. Before I reply Lasti confides: "I no say to sixth form—I get job, or maybe go college. You know? Or hamburger in Lanes Green".

"You mean Green Lanes", Philroy corrects. Lasti explodes with rage. "No, I means Lanes Green—anyway—my dad he makes 'em".

He subsides, nodding over his work. "Is stupid, Miss," Costas comments. "What is, I wonder, Lasti, Philroy, or talk of the future? I ask."

"This sewing," James joins in. "Elvis Presley, he's the greatest ever—he do sewing."

I pick up his yellow line, which is sewn up to the bit of the needle. "Even Elvis needs to sew buttons on, or mend his jeans", I answer rather tartly, counting on their lack of knowledge about the realities of adulthood.

"No," Philroy contributes kindly, "he sews, Miss." All turn on him. "He never," they all swear.

"Acoban man millias", sing Costas and Lasti, giggling.

"What?" "They mean Action Man, Miss." All the boys chuckle.

"Millias", they chant. Is it some rude Greek or Turkish word? The boys share some secret joke language, eyes gleaming. I've never seen Costas's sad pale face even break into a smile before now. He always looks so anxious.

James attempts to put them down: "You crazy." He hardly takes his eyes off his sewing. Philroy, too, stitches continuously and contentedly.

They begin to hum, quietly, and bear time with their feet, cheerfully accepting what to them seems a strange and pointless activity. And yet, it affords them a relief from classroom expectations, which is incalculable, and me an insight through their talk, which is intuitive.

When it is time to clear up, heads are down, needles plying in and out busily.

"When you come again, Miss, we do this?"

Claire Hardisty is a former nursery school teacher.

## network

The Africa Centre and the Archway Development Education Centre are staging a Media Day on July 1. The idea is for sixth formers, or those about to become such, to join journalists with international experience, in a simulation of an African news "event" and other group exercises. The day, which takes place at the Africa Centre, will especially involve teachers and students involved with media studies courses. For further details and application form, contact Don Harrison, ADEC, 173 Archway, London N6, tel. 01-348 3030.

The main focus of the May/June Issues in Race and Education is an "introductory unit". Linked to the conference held last month by NABEE and AEC, the paper looks at such questions as the over-repre-

sentation of pupils from ethnic minority groups; the lack of liaison between teachers in units and teachers in contributory schools; and includes an interview with a teacher whose experience led him to leave one of these units. Issues is available on subscription, £1.50 for six issues a year. Send cheque or PO, payable to "London NAME newspaper", to Sylvia Riley, 7 Elder Avenue, London N8.

The Cambridge Institute of Education has just published a handbook for teachers, *Children Writing in the First School Years*. It arose through the direct demand of the subject of human rights, the subject of the pupils they are writing for. The booklet (price 95p, plus 25p postage), published by Writers and Scholars Educational Trust, and distributed by Index on Censorship, is available from 21 Russell Street, Covent Garden, London WC2B 5HP, tel. 01-636 0021.

The latest issue of *Forum* contains articles by Brian Simon and Anne-

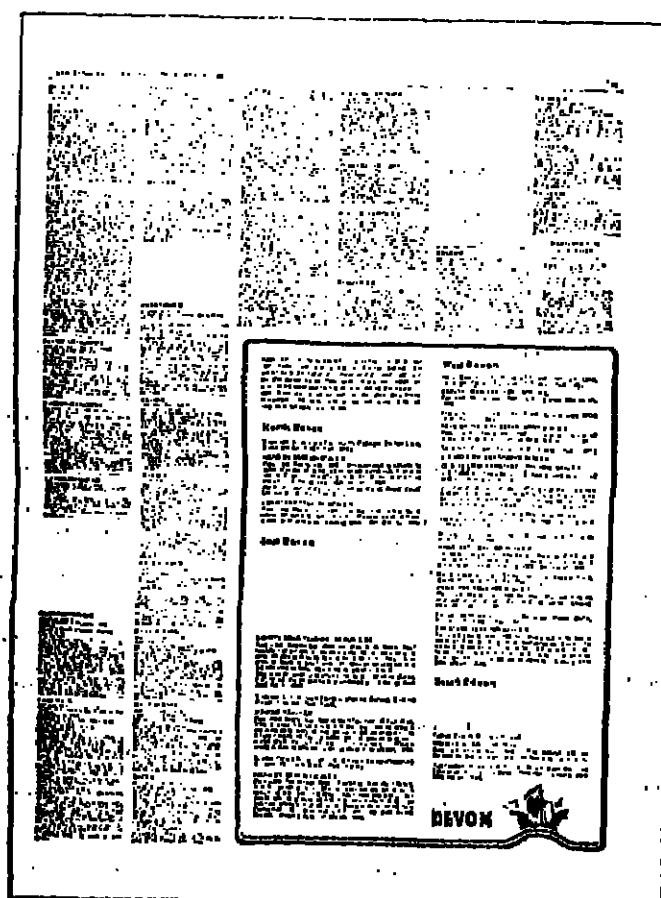
bellex Dixon on the issue of primary class size, arising out of the OFATEL research from Leicester; the place by Denis Lawton and Clyde Chitty, in which they argue the case for a common curriculum—though not necessarily of the kind apparently favoured by the DES; and a discussion of the advantages of a tertiary college, written by the principal of the only purpose-built tertiary college in the country, Forum Vol 22 No 3 is available (price 85p, including postage) from 11 Beacon Street, Lichfield, WS13 7AA.

Book review: see the TES July 1978. It has just produced its first annotated booklist, covering books about, birth for children and young people. The list is wide-ranging, and includes several books not easily available in bookshops. Booksread, which is run by Laila Roy and Judy Hall, provides a most useful service, and the list should be stamped and addressed envelope (at least 9p in UK), marked in the corner "Birth List" to Booksread, 58 Tooting Bec Road, London, SW17 0J, Tel. 01-767 6377.

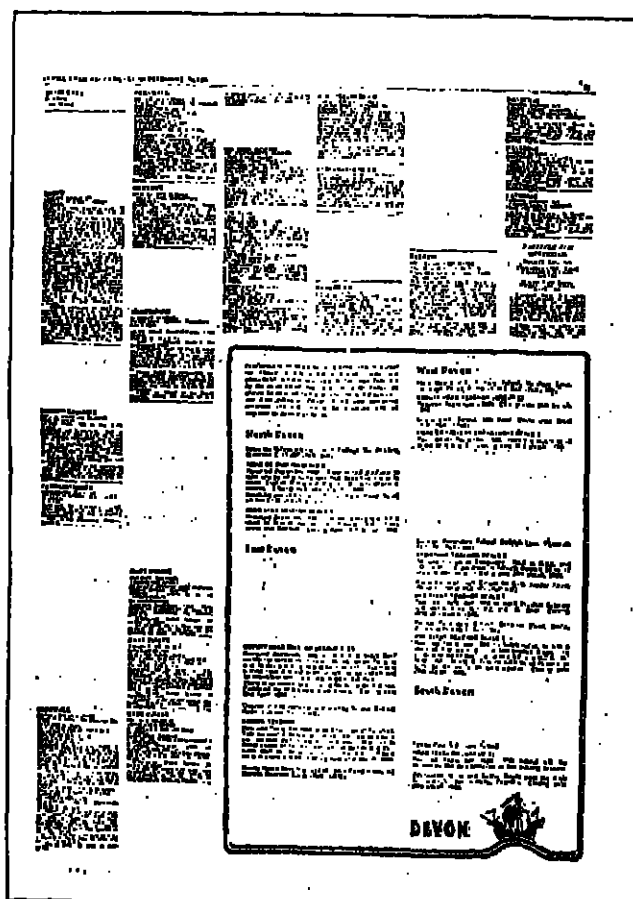
Overall, a more honest picture of research, or more honest admissions, could hardly be imagined from a professional organization. In spite of the reassuring picture it tries to portray of a dying log, the NAHT survey cannot disguise the fact that corporal punishment is still in widespread and indiscriminate use in British schools.

Tom Scott is education officer of the Society of Teachers Against Physical Punishment (STAPP).

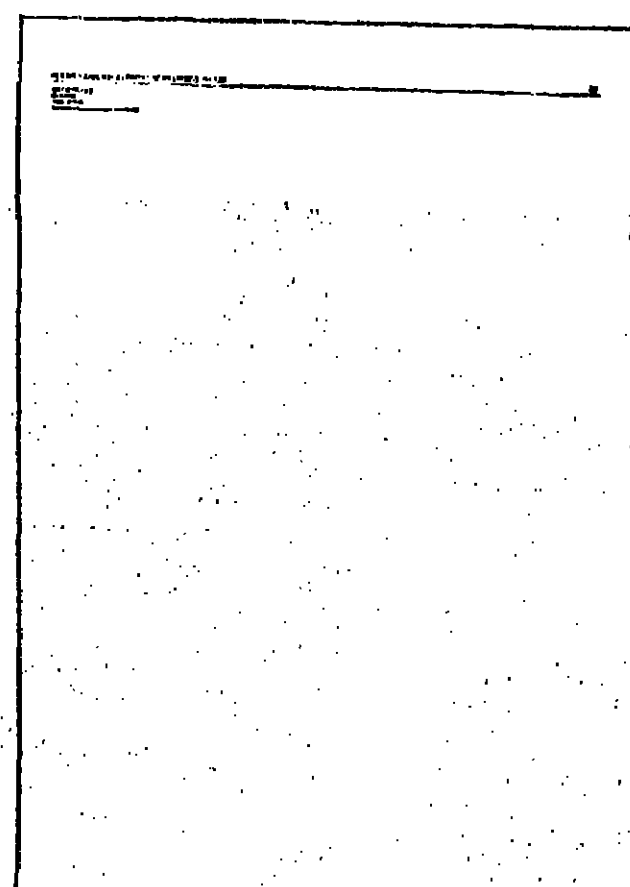




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## Classified Advertisements

Index to Appointments Vacant, Wanted and other classifications

### Appointments vacant

Nursery Education	33	Secondary Education	35	Special Education	67	Preparatory Schools	70	Colleges of Higher Education	76	Appointments wanted	79
Headships	33	Headships	35	Headships	67	Headships	70	Other Appointments	76	Other classifications	
Deputy Headships Senior	33	Deputy Headships Senior	35	Deputy Headships Senior	67	Deputy Headships Senior	70	Adult Education	76	Educational Courses	79
Masters/Mistresses	33	Masters/Mistresses	35	Masters/Mistresses	67	Masters/Mistresses	70	Youth and Community Service	76	Personal Announcements	79
Other Appointments	33	Other Appointments	35	Other Appointments	67	Other Appointments	70	Overseas Appointments	76	Exhibitions	79
Primary Education	33	Primary Education	35	Primary Education	67	Primary Education	70	Administration	77	For Sale and Wanted	79
Headships	33	Headships	35	Headships	67	Headships	70	Local Education Authority	77	Holidays and Accommodation	79
Deputy Headships Senior	33	Deputy Headships Senior	35	Deputy Headships Senior	67	Deputy Headships Senior	70	Child Care	78	Home Exchange Holidays	79
Masters/Mistresses	33	Masters/Mistresses	35	Masters/Mistresses	67	Masters/Mistresses	70	Educational Psychologists	78	Partnerships	79
Other Appointments	33	Other Appointments	35	Other Appointments	67	Other Appointments	70	Examiners	78	Properties for Sale and Wanted	79
Middle School Education	34	Middle School Education	35	Middle School Education	67	Middle School Education	70	Librarians	78	Typing and Duplicating	79
Headships	34	Headships	35	Headships	67	Headships	70	Miscellaneous	78		
Mathematics	35	Mathematics	35	Mathematics	67	Mathematics	70	Outdoor Education	78		
Modern Languages	35	Modern Languages	35	Modern Languages	67	Modern Languages	70	English as a Foreign Language	78		
Music	35	Music	35	Music	67	Music	70				
Other than by Subjects	35	Other than by Subjects	35	Other than by Subjects	67	Other than by Subjects	70				

### Nursery Education

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Applicants must be practising Catholics, holding the Catholic Teachers Certificate, or its equivalent.

Application forms and further particulars from Director of Education, New Council Offices, Earl Street, Coventry, CV1 6RS (Telephone 0203 26688 Ext. 2104). Returnable to the Rev. Clerk to the Governors, St. Elizabeth's Rectory, St. Elizabeth's Road, Coventry CV5 5BX, 14 days after appearance of advertisement.

Applicants are reminded that canvassing automatically disqualifies.

Applications should be sent to:-

The Advertisement Manager, The Times Educational Supplement, New Printing House Square, Gray's Inn Road, London WC1X 8EZ.

by Monday for the following Friday's issue.

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## extra Books are so personal

Mary Hoffman interviews Elaine Moss and Barbara Sherrard-Smith at the National Book League

For the last 10 years Elaine Moss has been fighting a losing battle against becoming a national institution. People have set up a statue to her in the National Book League's Children's Books of the Year exhibition is their Bible, an analogy at which Mrs Moss visibly winces. "It's not to be taken as gospel," she insists, "books are so personal."

This year after a decade of selecting and describing three hundred books a year, Elaine Moss is handing over to Barbara Sherrard-Smith, Children's Books of the Year 1979, which opens at the NBL's new Wandsworth home in July, was a joint effort. 1980 will be Mrs Sherrard-Smith's first solo year.

Some of the stars of the first exhibition in 1970 were John Burningham's inventive picture book, *Mr Gump's Quing* (Cape) and Peter Dickinson's *The Devil's Children* (Collins). The first volume of his *Changes* trilogy, how does the other end of the decade compare and what has Elaine Moss included in her latest selection? Is *Maskerade* by Kit Williams (Cape), that darling of the colour supplement, there for instance? "No. No. No. No. No," says Mrs Moss firmly. "It has no traceable story."

Her sense of what is or isn't "a children's book" is very strong and unaffected by publishers' blarney. It is based on a formidable familiarity with the field (which includes children). About 3,000 children's titles are now published annually and, although she hasn't actually read 30,000 books over the last ten years, you'd never guess it from her

encyclopaedic recall of book, imprint and writer.

This involvement began at the age of fifteen when, uprooted from school by the war, she became a children's librarian. In her next job, after the war was over, she became Elaine Moss was teacher, librarian and surrogate-mother to concentration camp survivors, some older than herself, at an English boarding school. Listening to stories was one of the few activities they could sustain. Mrs Moss knows more about the dark side of life than her sunny calmness reveals. One of her favourite children's writers is Philippa Pearce, a brilliant exposé of the cruelty of which all humans are capable. Elaine Moss's only brief preface to the exhibition was a gradually expanded into informative roundups of award-winners, books about children's books and the general state of the industry. In the second half of the seventies these introductions have been dominated by the economic pressures on the children's book trade. Currently few publishers will risk more than an initial print-run of 2,000 and already two of the titles in the 1979 exhibition are unavailable.

The other dominant motif of her introductions has been her concern about censorship and control of the content of children's reading. "Freedom to publish is as precious as freedom to criticize what is published," she wrote in 1977—as most campaigners against racism, sexism and classism in children's books would agree.

In spite of her fears, Elaine Moss sees the influence of such campaigners as the major develop-

ment of the last decade. She has written warmly about books with multi-ethnic settings like Jean MacGibbon's *Hal* (Heinemann) and Farukh Dhondy's *Come to Mecca* (Collins). These and other winners of the Children's Rights Workshop's Other Award for "non-biased books of literary merit" have featured regularly in the exhibition. Winners of the establishment children's book prizes do not automatically gain a place. Elaine Moss did not share John Bejman's enthusiasm for the new Arts Council Book Award winner, Colin Dann's *The Animals of Farthing Wood* (Heinemann). But she did agree with the judges of the Mother Goose Award for the best new picture book artist of 1979, who chose Mr Potter's Pigeon, by Patrick Kint-month (Illustrated by Reg Carrington) (Hutchinson). The Rousseau-esque world of this old man and his racing pigeon she thought "one of the best signs of the year."

Elaine Moss can really communicate enthusiasm for books she likes or, more importantly, ones that are popular with the children at the primary school where she runs a library and bookshop once a week. Books such as *The Great Gilly Hopkins* by Katherine Paterson (Gollancz) and *Rumplehead Road* by Gabriel Alington (Heinemann). "I can't keep them on the shelves at school," is at once an accolade and a criterion. To see the child and the book together is the mainspring of Elaine Moss's work a fact acknowledged in 1977 by the Most Farjoun Award for distinguished services to children's literature.

Elaine Moss has sometimes been

asked to make her inclusion criteria more explicit. In 1976, Brian Alderson, *The Times* own children's book critic, accused her of "lack of critical grasp" and "over-valuing the new". Such attacks, she feels, misinterpret the role of the exhibition and its catalogue. "It isn't called 'best children's books of the year' as was Naomi Lewis's earlier series (1963-67). Mrs Moss wants to cover a wide range of books and knows that this may not always coincide with quality. "If there are three books on chess, for instance, and only one on fish, I'll include one of each, even if the other two chess books are both better than the fish one." She herself is quite irreverent about her exhibition's status. "It's a personal choice and it's never pretended to be anything else."

The same guiding principle of personal judgment is already being applied by Elaine Moss's successor, Barbara Sherrard-Smith, who has a definite ceiling of fourteen for the exhibition, which is why she hasn't included *Make It Happy* (Virago), Jane Cousins's lively sex education winner of the TES Senior Information book award last year. She is an experienced reviewer and selector of non-fiction titles and for her the highlight of 1979 was Sheila Sanchez's *The Castle Story* (Collins), whose pictures lovingly recreate architecture and inhabitants from castle ruins.

But, as a pupil of C. S. Lewis and Tolkien at Oxford, Mrs Sherrard-Smith "couldn't help becoming involved in children's fiction". Like Elaine Moss, she is a teacher-librarian, but with a full-time job in a girls' comprehensive. And,



Elaine Moss

while she is enthusiastic about the Zindler's quirky adolescent novel and admires social realists like Robert Leeson and Bernard Ashley, she does not like books which convey a strong social message.

Omnivorous readers that they are, Mrs Moss and Mrs Sherrard-Smith are clearly dedicated to peering books and children together. But should any one person, however energetic and committed, have to monitor the whole fiction and non-fiction output of the children's publishing industry? Anyone who has to read, however cursorily, the amount will have little time to read any other kind of literature. It is the lot of total immersion in a culture.

Elaine Moss's 10 years at the NBL are a difficult turn to follow as Barbara Sherrard-Smith enters the lists at a delicate time for the book. At the moment, she thinks only of year ahead and refuses to be distracted by the future. But is it all nostalgic or a special place in time that makes Elaine Moss say: "All in all, I'm glad I had it in the seventies."

Rowe Townsend surveys Barbara Willard's Mantlemass novels

Willard published her first historical novel, *The Lark*, in 1930, and has been writing ever since. In 1957, she was said to be only in the first of her series, but she has since found time to write what I must say is a most interesting sequence known as the Mantlemass novels, set in the mid-sixteenth century, the troubles with Spain, the Armada, and finally the Civil War. These great goings-on are not in the middle of the picture, but they have powerful effects upon the people of Mantlemass, and are indeed main-springs of the action. A major theme of the series could be summed up as the impact of public events on private lives.

It seems in retrospect that the first two books were more romantic and lighter in atmosphere than the others. In *The Lark* and *The Laurel*, Cecily Jolland, a cramped and spoiled young lady, blossoms into a freespirted young woman when sent away to a new, uncosseted life at Mantlemass, and the ingenious solution of a mystery from the past provides a happy outcome for the story of her love for Lewis Mallory. In *The Spring of Broom*, Dick Plashet and his son Medley, illegitimate descendants of Richard III, resist being forced into a claim to the throne, for Medley wants nothing more than to remain a forester and keep the name Medley for his children, "the rest forgotten."

The Plantagenet strain, from that disturbing and ambiguous monarch, runs thereafter through the Medley/Mallory family and through the series. It is made manifest from time to time in a recurrent harshness of character, as well as in reappearances of the famous crooked back. After the first two books there are no straight-forward happy endings.

In the last book of all, *Harrow and Harvest*, the rightful heir, Henry Medley, near the end of *Harrow and Harvest* and of the whole long story.

At the same time, these are true historical novels rather than novels which happen to be set in a given period. They are seriously concerned with events of public importance: the overthrow of Richard III and the plotting against his successor, the dissolution of the monasteries, the religious swings of the mid-sixteenth century, the troubles with Spain, the Armada, and finally the Civil War. These great goings-on are not in the middle of the picture, but they have powerful effects upon the people of Mantlemass, and are indeed main-springs of the action. A major theme of the series could be summed up as the impact of public events on private lives.

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## Crinolines and chloral

*Willowwood*. By Mollie Hardwick. Eyre Methuen £6.50.  
*Children of Hochimur*. By Lynn Guest. Bodley Head £5.95.  
*The Blindfold Trick*. By Frances Thomas. Macmillan £4.95.

There are two main categories of historical novel: on the one hand the kind of book, all blood and sweat and birthing stools, which sets out to recreate an actual historical period, and on the other the unashamedly escapist work of fiction to which readers turn with a sigh of relief to take their minds off a nasty cold.

At first sight *Willowwood*, by Mollie Hardwick, appears to fulfil this latter function admirably. It opens in fine style with the invalid heroine, de-crinolined and de-chignoned, falling for the cricketer under gardener. The plot thickens nicely with the appearance of a necrophilic pre-Raphaelite, by the name of Leoline Beris who introduces the heroine to Jany Morris and the rest of them and helps her to discover a decaying peacock under Mr Rossett's sofa. As one might expect in view of his pre-occupations Mr Beris soon starts to poison the heroine with surreptitious doses of chloral, accompanied by unpleasant descriptions of Lizzie Siddal's exhumation. So far, so good: the book is hard to put down.

Unfortunately, the cricketer under-gardener reappears as this heroine, He is, of course, working under a misapprehension, a certain public school elegance of demeanour and a head like a Roman Emperor (which Roman Emperor is not specified). He rescues the heroine, restores her to health and after that her life becomes somewhat predictable.

She marries the under-gardener: on her wedding night she "gives all of herself to him in joy", with

pregnancy she "blossoms into a mature beauty" and when she finally gives birth she manages to do so on Christmas Eve. No birthing stools here. Once her heroine has been extinguished by matrimony, the author shifts her attention to the cricketer under-gardener, and the remaining half of the book is chiefly concerned with the history of the Yorkshire County Cricket Club; all very well in itself, but hardly as enthralling as the machinations of a necrophilic PRB. If I had a nasty cold I would take an aspirin instead.

There is plenty of blood and sweat in *Children of Hochimur*, a taut and convincing account of samurai power struggle in two centuries Japan. Although the winner of the 1980 Historical Novel Prize in memory of George Hee might be forgiven for escapism, this book is the opposite of escapism. The author describes the agonizing way of life with a cool detachment which is well suited to the ritualized cruelty of her subject matter, being more concerned to delineate the graceful lines of a warrior's corpse than to share in his experience of death. She gives us a detailed picture of Japanese culture without resorting to indigestible lumps of textbook history.

Even historical novels written for children are not immune from bloodshed these days. The descriptions of *Children of Hochimur* and *The Blindfold Trick* by Frances Thomas might reasonably upset a sensitive child. A well-written book in the Rosemary Sutcliffe tradition, it gives a dramatic account of the childhood and magical initiation of Tullius, the early Welsh poet and prophet. The author also tackles bardic practice, druidic religion, the enchantment of Merlin and the legend of the drowned kingdom from the Mabinogion. This is a good deal for one short book, but it is inevitable that its treatment of these complex subjects as far from the profound.

Priscilla Jenkins

## High-chair reading

Leila Berg on Dorothy Butler

Dorothy Butler's earlier publication, *Cushla* and her Books, told us how a severely handicapped baby was brought into vitality, intelligence and happiness, by picture-books; it was an extraordinary and stimulating story. This new book, *Babies Need Books* (Bodley Head £4.95), its message underlined by the enchanting physicality of Shirley Hughes's drawings is about ordinary children and how they—less dramatically or exhaustingly, but equally richly—can be brought to know books; each chapter covers a stage of growth from birth to five, and is followed by a list of children's books.

The "family habit" passed down the generations, that Dorothy Butler describes, "of making 'to the sofa with books' and babies 'after breakfast'". In the middle of the night, immediately everyone else has left for work or school will make *Cushla* readers nod their heads and think "of course, that was the background...". (That a child who was regarded like this was able, when adult, to enrich *Cushla* with books, is a magnificent testimonial.) Children's books, lovingly used, can bring a lot of sanity to the world, make order out of chaos and tranquillity out of stress. Leave children till later. Essentials first.

Almost everything she says I endorse entirely—not only in specific points like her belief in the effectiveness of black and white illustrations, or her feeling that we too often confuse fact-finding with education in children's books, but in the powerful conviction that books unite a child and an adult in delight and understanding, and build up a shared frame of reference that can enliven and illuminate events of the day; that babies need books as they need people. In fact there is so much I agree with that I was relieved to find small areas of disagreement I can write about—only to confirm my closeness.

I agree completely that rag books are misconceived and foolishness.

But board books, on the other hand, are books, and very important ones. Because of the way they are made, they can physically accompany a young baby as he grows; and there are few things I enjoy more (now that I too have reached the relaxed position of grandmother) than seeing a toddler with a board book on his high-chair tray, squealing out dinner with a hand that excites his curiosity and curiosity while one finger on his other hand points and pokes gleefully, and his mouth, showering vegetable purée, shouts the name.

Of course some board books are dismal and dingy, and should be avoided; others are brightly sophisticated—geared to the adult buyer—and meaningless to a baby. The best ones I know (which do not occur in Dorothy Butler's list) are the *Brimax Show Baby* series. Yes, several of my favourites are missing. But many others are here. Including the book I am always begging the British publishers to reprint, *The Tenth Good Thing about Barney* by Judith Viorst. Indeed her advice to mothers should include writing to publishers demanding that a loved book should be reprinted.

And I think just a little of her introduction is misconceived: the people who will read hardback about children's books don't need to be told the meaning of words like author, title, publisher. And the people who do won't be reached by this book. But they can be reached by bookshelves in such places as playgroups, one o'clock clubs, mother and toddler clubs, perhaps started up by people who have read this book. And they can be reached by librarians like those Dorothy Butler runs and evocatively describes.

Lately on, her advice about libraries is fine: "No human institution improves until the people for whom it is provided show that they expect to give service...". One young woman I know learned the librarian's lifelong gratitude when she organised a group of parents to make representations to the council on the sorry understocking of the children's department. I and here we find her introducing under-fives in conversation to terms "publisher" "author", "title", which is delightful.

## Stepmother-tongue

Prabhu S. Gupta

*The Rain Puddle*. By Adelalde Hall. Bodley Head £3.25. Greek/English; Italian/English.

*Momoko and the Pretty Bird*. By Chihiri Iwasaki. Bodley Head £2.95. Greek/English; Italian/English.

*Momoko's Birthday*. By Chihiri Iwasaki. Bodley Head £2.95. Greek/English; Italian/English.

*Hi, Cat!* By Ezra Jack Keats. Bodley Head £2.95. Greek/English; Italian/English.

*Peter's Chair*. By Ezra Jack Keats. Bodley Head £3.50. Gujarati/English; Turkish/English.

*The Snowy Day*. By Ezra Jack Keats. Bodley Head £3.50. Gujarati/English; Turkish/English.

The series of twelve dual-language picture books which have been issued by The Bodley Head over the last year have been welcomed by an increasing number of people. When the first titles appeared (English-Greek and English-Italian), they were almost completely ignored. With the issue of titles in Turkish and Gujarati, much more enthusiasm was generated. For libraries it was partly the simple matter of having their expanding problems solved: at a stroke they could actually read the titles! At present there are only the languages in which the books are available, though other languages and titles are being considered.

The books are beautifully printed. They are, in fact, the first properly produced books for children of immigrant communities available in this country. Books in their own languages are of course printed in Greece, Italy, Turkey, and Gujarati, but the standard of production is a rule far below that of the British print. The result is that immigrant children have quite often either ignored books in their mother-tongue or felt ashamed of them.

But these picture books have a function beyond imparting a respect for their own culture to immigrant children. The books can help

remedy the parochialism of the British child: some of whom apparently think that books exist only in English. A respect for other languages and cultures is a sound foundation for life in today's cross-pollinated world.

The publishers emphasize the educational value of the books. They hope that the books will be enjoyed by both parents and children as they read them together: immigrant parents can have shaky English and the children are not likely to learn their own language at school. But the books have not been used at home; they have also been appreciated, for example, in the full-day Saturday schools that the Greek community organizes.

Some Turkish-speaking people here, however, had one problem with the books. When children do not recognize the language in writing, they are thrown by these strange squiggles which the parent can decipher but they cannot. One way out of this problem is to supply the second language text in another booklet, or supplementary material that can be used when needed and put away when it is distracting. Yet other families obviously enjoy being able to read together, and in two languages.

The publishers had apparently done extensive research before the project was approved, and considerable thought has gone into the selection of titles. Economic factors have dictated that the books chosen for the series must be both established titles and have the space in each page to absorb the additional translation text, as well as have the alluring quality of the illustrations. Immigrant families will be too expensive for the publishers may have effectively limited themselves to library purchase.

Perhaps further collaboration between public and school librarians, teachers and immigrant families will help eliminate such problems as have surfaced through the use of these books in different languages, or income groups. But the books have broken new ground, and there is a need for such publications in more languages. In however small a way, they are a genuine attempt to fill a very real need.

## Fact glut

Fun and Fact books. Growing plants and flowers. By Wendy Boase.

Keeping fish. By David Cook. Making magic. By Gordon Hill. Ghosts. By Eric Maple. Small pets. By Joyce Pope. Superheroes. By Peter Semler. Franklin Watts £1.99 each.

It must take courage, in these uncertain times, to launch a new series and, unfortunately, that is about the only tribute one can pay to Franklin Watts for Fun and Fact books. One might have expected, along with the courage, a realization that the sharper marketing techniques may bring a new series of books to the notice of the publisher on the purpose of this new series or in envisaged readership. These are the first questions to which potential buyers address themselves, and the answers are far from clear.

Facts are here in abundance, a dodged succession of them, but by little of the promise. For the books are rapid instructional guides to hobbies. *Superheroes* offers a fantasy trip to those who have "dreamed of one day owning the ultimate motorcycle". *Ghosts*, the odd title out in the group, is a collection of brief anecdotes, some clearly presented as hearsay and others, confusingly, as true: "Not only phantom coaches but also phantom highwaymen still patrol the open road" or "In India people like 'monsters'. They have hideous red stumpy bodies, fearsome lion's teeth and they attack through their noses". The oddity needed for many of the practical activities suggests an audience of some maturity, yet the size of the small 32-page books and the character of the illustrations indicates a younger market. The text varies from the complex and technical to the condescending "you must be well dressed with clean hands" advice to aspiring magicians.

What, then, unites the books apart from the series title? Mainly poorly organized information collected and the presence of coloured illustrations on each page. With clearer aims and greater care Franklin Watts could have launched a useful, albeit modest, new series as it is we have six booklets which are little more than time-fillers.

Paul Hester

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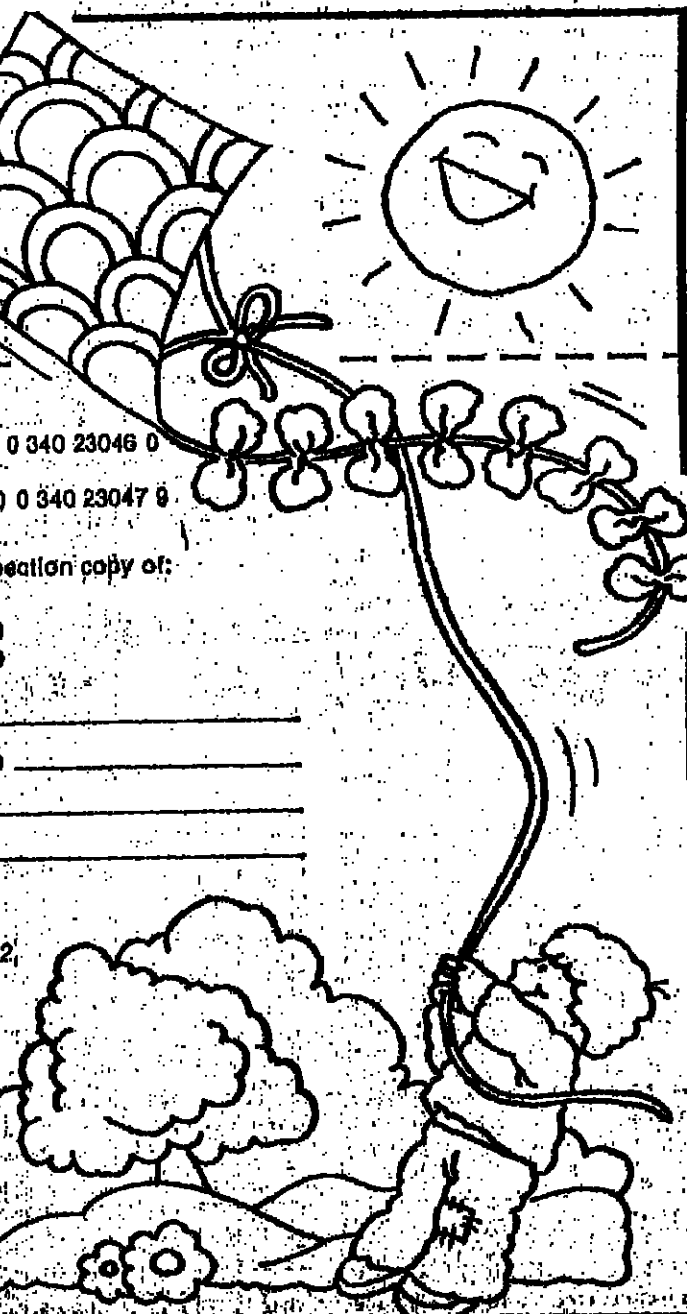
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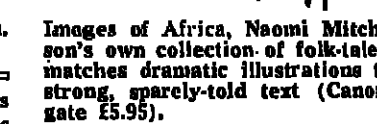
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It is far from being without excitement: but, like the language at times ("The trees had revolted and raised arms sleeved in blossom"), so careful—never quite taking off.

And that is the most important thing of all, I suppose, and in the end springs from some essential quality of the author's, as I thought reading, and that is, the sense, Joao Aiken's latest (The Sons of Ghosts Jonathan Cape £3.95). Here we have ghosts galore, appearing to Cosmo, who had already suffered the mysterious loss of mother and surviving in a matter of elder sons not from various sad and ghastly histories, but come to puzzle the boys—Cosmo is having trouble enough with the too solid school he is attending. Well, here is time not so much reckoned as reduced to crazy paying: but—Miss Aiken never blinks—and that's the real secret of it, I guess.

Ironically, it is the faulty structure of Cumming's book that causes it to be so fragmentary and unsatisfactory. A lot of beautiful pictures may be attractive but they do not always produce a good book. A carefully selected ones might have served better.

The stories I liked best myself and found the least familiar were those from the Isle of Man. Kathleen Killip is deeply in tune with the island and brings us a living picture

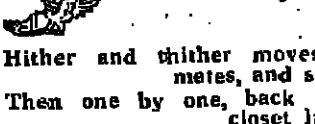


—a pity.

I enjoyed *The Ivory City*, a book with good pictures, especially camels, tigers and ghosals, and which is very interesting in the way it tells its story. It is a pity that the high-caste Brahmins are usually one to be mocked. Demons are common; so is genuine hunger, and a society with great gaps between rich and poor. Most of the tales are new to me, though some of them are reasonably well up in Indian tales, and there is a real feeling that far continent as it was—perhaps still, partly, is.

I wonder how these tales up and down reading of science fit with its modern progress, and what thing comes of it. The tales of the world. Does one kind of story go into the other and could some of the complicated science fit

It is encouraging to see some of the newer ideas about history teaching in the field far in print. World history has been with us for a while now, but it is still too often written from the inside looking out, without the feet stuck fast in actual events. The *Rise of Islam and Great Warriors* are world history as it should be, transporting us to the other standpoints as well as to other times. The consciousness shifts, or preconception change; the center of our world is now Baghdad, the center of two million inhabitants; Spain is in a far western position. The rugged, mountain border skirmishes with the European fatness; our culture and economy synthesize the knowledge and experience of China, Africa and India, as our literature is matchless, and the luxury of our rulers unsurpassed.



"Where destiny with men for  
pieces plays,

**Clive King**  
**ONE OF THE DUMB**

**Barbara Willard**  
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*The Times Educational Supplement.*  
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## Chris Waters

Summer seems to be a lean season for children's poetry, but the two books under review are both attractive and enjoyable in very different

well, complementing each other and, enabling the young reader to gorge himself on the kinetics of a blooming, then gently tumbling on the stems, flowers and butterflies—or vice versa—of the Woodward team are experienced, and are already well represented in Evans's thematically organized publications. Their books are carefully and balanced in content and style, and are well illustrated. The days of the great poetry action are long past, so many of the actions are so strikingly traditional, in the Keats and Tennyson mould; it is good to see Noyes's highwayman, riding again, and whether they are depicting the Light Brigade, Smugglers or not, these poems do serve to remind the reader of the

all: and the metrical thunder of  
hooves, or beautiful willed by the  
Fu's meditation? While Horne  
Nearly all of the selections would  
stimulate dramatic or dramatized  
readings, though the problem of  
keeping a dividing line between the  
and the music of the poem usually  
expressed by Byron's elegy for a  
conscript gladiator, and thus:  
" Shall he expire,  
And unavenged?— arise ye Gai-  
and glut your ire!"— which may  
be set to the classic Asterix reader  
needs to turn back.  
The variety—and sometimes un-  
evenness—of tone in such an an-  
thology contrasts markedly with  
wholeness of a single vision such as  
the *Shinging Time* by Leonard Clarke's  
*Shinging Time*.  
The sights, sounds and smells in  
the countryside weave gently and  
pervasively through a series of  
poems about children and children  
in the countryside, sometimes direct.  
Significantly, it is hard to identify  
Leonard Clarke's countryside with  
known places or region: he writes  
"the countryside," rather than  
"place," and the result is a feel, in  
his poems, of his perceptive and  
unconvincing.

I would prefer those poems which  
sheer away from the presence of  
the countryside, and the possibility

**A Closer Look at Mineans. By Jane Heath.**  
**A Closer Look at Aborigines. By Jim Hughes.**

Hamish Hamilton £2.50 each  
 See Inside a Submarine. By Jonathan Rutland  
 See Inside an Aztec Town. By Cottie Burland  
 Both Edited By R. J. Unstead  
 Hutchinson £2.25 each  
 Indians of the Crow Tribe. By Asdr. Chosneau  
 Macdonald Educational £3.25  
 Indians  
 Macdonald Educational £3.25

Did you find almost any reference book written for children and you will find the most unexpected (and even bizarre) information. Did you know, for example, that the umbilical cord of a Crow Indian baby was preserved, wrapped in a tobacco leaf and blown into a little bag of animal

entirely leather. I certainly don't think it dipped into Andrew Chesnut's *Indians of the Crow Tribe*.  
I am like this, of course, tell us much about the author, for this book which is littered with similar aspects of information, presents authoritatively and succinctly what indicates how enthusiastic he is about his subject. I wonder, however, if books written by experts are to do what their authors hope they will do. Mr. Chesnut is obviously steeped in Indian legends and custom, but has he (or his editor) thought about the reader's knowledge of umbilical cords? It is likely to be somewhat sketchy (I intend to read it).

we have a book which offers pictures to the young child, sophisticated language for his older brother, and the odd fact which will fascinate the enquiring adult.

The anthology, edited and introduced by Mrs. Hare, however, also bridges the gap between home and school. The book for this information book appears to have been designed to meet a specific market. On other pages there are sections on the information page, a large heavy typeface has been used; on story pages the type is smaller and less busy. The illustrations in full colour and with numerous drawings, this book would prove ideal for the infant school teacher who wants a basic information book and the junior school teacher, involved in producing a syllabus for the end of year activities.

The two *Closer Look* books, *Aborigines and Mincos* follow the format of their predecessors. The market has been analysed and package prepared to meet it. The clear, uncluttered illustrations are at life style, religious beliefs, history, and an adequate index to help the young reader move about the text. Reservations, however, about *Closer Look* value but books are excellent when needs be. A persistent reader and have be understanding and appreciation words. For example, how many year olds do you know who can explain phrases like "made a mess of", "business", "made a mess of", "Mincos", or substantial numbers? Aborigines living the "traditional life"?

The seventh and major work in Willard's 'Mantlemaiden' series, which follows the Sussex family through the Stuart periods. To complement the publication of *A Flight*, Kestrel are reissuing five books in a uniform edition consistently high standards won them deserved popularity. The characters are strong, gripping and plausible, the historical settings skilfully and sure touch. . . . *The Times*. £4.50 each.



# extra

## A marriage of words and pictures

Anyone who read *Each Peach Pear Plum* (1978) Kate Greenaway Medal winner must have longed to know who could have produced such enchantment in pictures, such happy felicity in prose. Janet and Allan Ahlberg have been writing children's books for five years now. Their growing success has enabled them to move from a terraced house with attic to one with fruit trees in the garden, and to a new life and new dimensions of experience to their output but mostly it has been as Janet Ahlberg says, "very good fun. We are so lucky".



Janet and Allan Ahlberg met 15 years ago at teacher training college in Leicester. Janet never taught, but went on to do a course in graphic design at Leicester Polytechnic and then to work as a freelance illustrator in London. Allan did work as a teacher for 10 years, culminating in a stint as a village head master in Oxfordshire. "I was mad about books," he says today, "but the end I found it was an impossible job, really because of the external pressures. You can't get away from it, teaching is telling other people what to do, and I was not interested in that." He still visits the schools where he used to teach and reads and talks with the children, testing out stories and ideas for stories.

"It's ideal. You have all of the pleasure and none of the hassles." As first published Ahlberg books were the highly popular *Peck Street* books, published in 1975. They began "really as a spoof on the banality of Janet and Allan's readers," and went on to "enter the stream of their own fun." Though they have an educational use, as readers for 10-11 year olds with a reading age of six to seven, Allan Ahlberg conceives of them as "little lightweight forces for children".

The Ahlbergs view their work as a unit. Ideas are constantly being mused, talked about, drawn and modified, always with the production of a book in mind. "The text is easy," says Allan Ahlberg. "It's very easy to write books in the simplest simplest words and put all the complicated narrative in the pictures. The tale is not in the text, the tale is in the pictures, the two go together. Words and pictures appear together and have a rhythm, a marriage of words and pictures."

"Of course, all the best children's literature from Beatrix Potter to Maurice Sendak has had this integrity. Sendak is greatly admired by both Ahlbergs. "You pick up a book and everything is right," says Ahlberg, "and they see themselves as craftsmen who make a printed brand object, a mixture of saying something and designing it. We choose everything," explains Allan, "leading through *Each Peach Pear Plum*, the size of the book, the typeface, the endpapers, what should go on the blurb and the cover, so," he holds up a tomato cupped in his hand, "that's the book, like an egg or nut, we can get

both hands round it." Such perfectionism is not quickly satisfied. The illustrations for *Each Peach Pear Plum* (Kestrel £3.50) took four months to complete. The Old Joke Book (Kestrel £1.50) with its complicated strip-cartoon format six months to illustrate and three months to write. Allan Ahlberg's research, turning up 2,000 jokes from which to structure the book, from which the jokes are chosen, he says, "is not a waste—another joke book is on the stocks."

Although Allan is the one to come up with ideas—"I say wouldn't it be nice if we wrote a book about this"—his part in direct authorship can be over very quickly. The text for *Each Peach* took only a day to write. But: "We work together, we discuss everything, every stage," both Ahlbergs emphasize. "I don't have the ideas, I just embroider on what they add. I use exquisite watercolours, illustrations of the most recent, Ahlberg's *Happy Families* series of six beginning readers (Kestrel £1.95 each). Andre Amstutz, Janet's ex-teacher, who is greatly admired by both Ahlbergs for his "great wit and economy," and Joe Allen Wright have shared the work, partly because the Ahlbergs feel it is fruitful to get others in on the act, and partly because for Janet, "it does take such a long time to do," especially with a new baby in the house.

Is it for their own child as future readers their books are written? "I do it for the child I was," says Janet, "I do it for me." "The little tales that amuse me, amuse an eight-year-old," adds Allan. Both of them are unanimous in feeling that it is important to conceive the book first, and only later think of its audience. They sense a "corrupting influence on authors to write for the sort of 'boneless' characters," which will be blandly international. Determined to resist this pressure which affects "not all, but some" children's writers, they regard each idea as "a seed, which grows into a

## Prettification

There's not much satisfaction in this recent selection of books for anyone who thinks that the only proper manner to serve up folk tales is raw. That way you hope to get some replication of the direct contact between the teller of the tale and his audience, some sense of the sharp flavour of stories that were never made for sophisticated tastes. Here, though, fancy-work abounds. That may not appear to be immediately the case in the coddled nursery stories. The Gingerbread Man, Goldilocks, Red Riding Hood, Three Little Pigs (Macdonald Educational £1.25 each), edited by Lucille Pawley. The brevity and simplicity of the texts might strike you as raw in the extreme, but it is in the illustrations—carried out, apparently on behalf of education, that the books are not so much to achieve tension but to slacken it, as in the shortening of the chase of the gingerbread man and the elimination of the sly trick played on him by the fox for the fox is drastically flattened. At the end of each book the story has been used to supply material for some picture-puzzles by the illustrator, Geoffrey Butcher, who employs a style worthy of the side of a cornflake packet.

As part of the World's Work "I Can Read" series Malcolm Kermode's *Happy Jack* (£3.20) must also have some educational intentions, even though the author/illustrator appears to have had a freer hand at adaptation than that allowed to Ms Pawley. Indeed this archetypal "noodle" story of the youth who always does things wrong offers considerable opportunities for the creation of a simple storybook, but alas, Mr Carrick's telling again lacks all sense of rhythm, while his drawing veers as far towards smudged ugliness as Mr Butcher's did towards rapid sketch-making.



Mrs Fox's Wedding

Other books are not coddled, but each in its own way overdone. Most obviously this may be seen in Janet Lunn's retelling of *The Twelve Dancing Princesses* illustrated by Leslie Gal (Methuen £3.95) where the author has taken the story to convert it into a kind of novelette. Its hero, the decrepit old soldier, has become "a simple boy and the stark progress of the Grimm's narrative has been opened out to allow the introduction of prosy nature notes (whippoorwill and owl and royal gardens bloom) and sentimental explanations. Such excrescences do not figure the unacknowledged re-working of the tale, and Gretel illustrated by Lisbeth Zwerger (Macdonald and Jane's £3.75) or Mirra Ginsburg's *The Fisherman* (Seymour Chwast £3.95), an "anti-fairy tale," where the stories are likewise suffer from texts which have lost all touch with the sound of storytelling.

Naturally the reason for this lies in the age's desperate wish to put anything and everything into picture books—but visually as well as textually these volumes are in various ways, fail. In *The Dandelion* for instance Mr Gal is given seven double-page spreads, completely divorced from the text,

## Hunt the King

Mary Edith

*Whizz-Kids: Ponies and Riding, Kites, Fishing, How to be a Detective, Birdwatching, How to be a Cook, Chess, How to be a Magician, Stamps, Kittens and Cats, Collecting and Dogs, Taking Photos, Popcorn-Hunting.* Macdonald Educational 75p each.

*Whizz-Kids* is an ambitious series which will undoubtedly have great popular appeal since the books are cheap and fully illustrated. The overall design is generally successful, each new aspect of the subject is handily highlighted with numerous sub-headings and excellent illustrations and diagrams, all clearly captioned. Less successful is the attempt to work Project pages (things to do and make) and Recognition pages (things to know and remember) in different colours, but this is so inconspicuously executed that, fortunately, it falls even to be distracting. Against this minor disadvantage one must weigh the positive advantage of a well set out contents page at the front and also a reference section at the back of each book which includes an index, a glossary where relevant, and lists of further sources of information.

Unfortunately, though in general the design is well conceived, not all the titles live up to their immediate promise. *Magicians*, omissions and inaccuracies are rife in some. Thus to be a Cook, for example, denotes a disproportionate amount of space to admonitions on safety in the kitchen, including an illustration of a pressure cooker ("The manufacturer's instructions must be followed exactly") and almost a whole half page to drawings of common wool, antiseptic cream, crepe hairnets, plasters and lint. These are unnecessary, by such means as the substitution of "cool" for "cool" on page 17 which can only lead to a burnt pan, spilt food, and tears. All round, there are very few recipes; recipes are given for all the dishes illustrated, but the recipes are given as sometimes extraneous, often confusingly illustrated and in general fall abysmally to give any impression of basic cooking methods. *Puppies and Dogs* is an equally disappointing addition to a field already equally well provided with good titles. Much of the information, particularly about the different breeds of dog, is danger-

ously misleading—it is nonsense to dilute broods with "small" or "medium" and "large" with regard to temperament or need for exercise, and to suggest that a whippet and a Siberian husky (among other absurd examples) are suitable pets for a town-dwelling family with children. Throughout the book children are often shown alone with large and unsuitable dogs and there are two illustrations of a dog jumping up (captioned "Greeting a Friend" and "Asking for a Walk") as though it is perfectly safe and normal to allow a dog to jump up and put its paws on a child's shoulders.

In curious contrast, *Kittens and Cats* is one of the best introductions to cat-keeping any child could hope to have. Its only fault is perhaps that it places too much emphasis on the book's own "cat-hunting" pedigree broods without explaining that professional cat-fanciers do not allow £60 kittens to roam free. The details on cat care, however, are comprehensive and clear. *Where Puppies and Dogs* simply admonish the child not to fasten a collar too tight, *Kittens and Cats* actually explains (with a good illustration) the accepted method of using two fingers to check the adjustment. Parents will be grateful for the relatively conservative dog tags for the relatively expensive cat tags for the Projects in a cardboard box for a catbed, an old log for a scratching post and plywood for a cat door.

This is an important point since *Whizz-Kids*, in many of these titles, are expected not only to be good with their hands but also to have access to some very expensive equipment. *Birdwatching*, for example, shows no clear illustration of a starling (and omits even to mention the bullfinch) while at the same time suggesting the use of a tape-recorder and telephoto lens. Best of the outdoor activities subjects is probably Toni Webber's *Ponies and Riding* which is clear, imaginative and thorough, covering everything from how to offer a sugar lump to the Points of the Horse, how to draw a horse, the quick-release knot, recognizing poisonous plants, stomp jumping, and elementary dressage. Paul Langford's *Chess* is less ambitious (the only Projects to make a chessboard and the Points of the Chess) but it would be equally well come to any adult wishing to learn this exciting game of "Hunt the King". The exposition of the rules is methodical and clear without ever being patronizing or dull.

## Tomb-robbers

Digging into the Past. By Michael Gibson. Hodder and Stoughton £2.95.

The Complete Book of Treasure Hunting. By Kate Johnson. Arthur Baker £5.50.

*Digging into the Past* is an introduction to archaeology in the Picture Science Book series, aimed at 10 to 15-year-olds. Four pages of colour pictures augment the copious line drawings, and the text covers radio carbon dating, aerial photography and good digging procedure on a tin itinerary including Sutton Hoo, Masada, Abu Simbel and Knossos. This is a worthy guide to the respectable side of the search for buried treasure, but inevitably suffers in comparison with the sheer readability of *The Complete Book of Treasure Hunting*, dedicated unashamedly to helping you to find a fortune yourself.

The work of a husband and wife team, one of whom was "for a number of years Public Relations Officer for Europe's largest manufacturer of treasure hunting equipment," the book covers digging, dowsing and beachcombing. The book's real meat lies in its revelations of tradecraft. What vegetation is most likely to cover a Victorian dumping ground? How does the beach tell a tale of what has happened within a week? Don't forget to check the brickwork of cottage fireplaces for hidden hoards. Look for forgotten race tracks and medieval fairgrounds. The reader's eyes go beady with anticipation, and are hardly checked by the last eight pages detailing the Legal Aspect and the Correct Approach.

So there we have it. In one corner archaeology cloaking its origins in the arduous but scientific toil of Mortimer Wheeler's grid system, and protesting against a certain amount of conviction that pure knowledge is more sought after than hoards of ancient gold: in the other corner the appeal to naked greed reinforced by photograph after photograph of amateur detector owners' treasure troves. There can be no doubt as to which is the more effective pitch, whether to school-child or adult. The parting advice in Michael Gibson's book to "Join your county or town archaeological society" is hard to look somewhat naive beside the possibility of locating a fortune, metal detector in hand, on your local waste heap.

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## Methuen Children's Books

## Terror

Terrorists and Freedom Fighters. By David Hayes. Wyndham £3.95.

Terrorism is a fact of contemporary life, and we cannot be complacent about it; that is the message of the admirable book for senior school pupils. The author traces the recent development of terrorism, from African liberation wars in the 1950s to today's world-wide discontents. Emphasizing initially that every terror attack has a purpose, he seeks to distinguish between different types of terrorism, while avoiding simplistic explanations. He brings into focus, but in no way attempts to excuse, the motives and European terrorism. He is not a gloomier, nor a condemnatory, nor a moralist, but a thoughtful and well-informed, and a good teacher, to consider the factors as popular support, publicity, and government retaliation. He discusses the difficulties governments face in responding to terrorism, and he does not underestimate the intractability of some terrorist situations.

The photographs, though not always to the point, are well chosen to give each chapter a visual focus. The book is a good introduction to the study of terrorism. A few are well chosen and dramatic, but the book is not a masterpiece. The photographs are also presented in a way which is not always to the point. The book is a good introduction to the study of terrorism. A few are well chosen and dramatic, but the book is not a masterpiece.

## A stitch in time

Embroidery, four titles. By Lillian Rogers. Cambridge University Press £1.75.


For many years there has been an obvious need for a simple and comprehensive account of the craft of embroidery. C.U.P. has produced four volumes by Lillian Rogers which are clearly aimed to fill this need. In the earlier two volumes (*Introduction to Embroidery*, *Embroidery: Working Stitches*) the author gave an account of embroidery, its tools and stitches, introducing the tools and stitches which are expanded later in the series. The recent volumes are concerned with more advanced aspects of the subject.

In volume 3 there are sections on patchwork, boxes, drawthread work and hardener stitches. The book shows how dyes, fibres, shells, seaweed can be used as sources of inspiration and design. It also indicates how designs can be transferred to fabric. Volume 4 shows how such varied subjects as letters, buildings, birds and kitchens can be used as inspiration for embroidery design. Various techniques are demonstrated, several different types of quilting, blackwork, mourning embroidery, covering lampshades, making cords and fringes; and many ideas for three-dimensional embroidery are also presented. The aim of this series is to provide a simple and comprehensive account of the craft of embroidery. Unfortunately, the book is not a masterpiece.

## WILKINS GETS A JOB

Marjorie Newman

Wilkins the cat goes job hunting so that he can earn enough money to buy a new armchair. But there are many misadventures before he finds the perfect job.  
Each £3.50



## WILKINS

GETS A JOB

Marjorie Newman

Read Together Books

The Day I Got Better words by Peggy Blakeley paintings by Chihiro Iwasaki

Rein words by Peggy Blakeley paintings by Kate Tsalouchi

Each £3.50

Adam & Charles Black



# Blithe spirits

Virginia Makins

"Jumble, my one", Jethro said. "There does be no such thing... We learnin' in school of science and progress and internal combustion. I don't believe in jumbles."

Real boys and girls are surprisingly rare animals in books that appear for young children. And stories about them that capture the range and depth of young children's emotions and thinking are astonishingly rare.

Susan Cooper's Jethro and the Jumble (Illustrated by Ashley Bryan, Chatto and Windus £2.95) is a winner on both scores. Jethro is a Caribbean boy who gets into such a rage when his brother breaks a promise to take him fishing that he defies not only a grandmother, but a jumble—a spirit of the dead.

It's a lovely story, dealing comfortably with belief and terror. And it has the added bonus that West Indian English is used quite naturally, in a compelling tale that all children—British, English or Asian English or West Indian English—can relate to.

You don't turn to Dorothy Edwards for emotional depth, but she is exceptionally good at stories which fit children's everyday experience but remain proper stories with plots and structure—not just episodic accounts of bits of children's lives.

She has steadily widened her audience from the starting point of My Naughty Little Sister, without becoming patronising or losing her touch. Her latest, Here's Sam is about four boys living on an urban estate. Morals about ethnic differences or class snobisms are lightly handled, and the stories are funny and pleasurable. David Righam's comic-style black and

white drawings appeal to children, and could help novice readers along.

For younger children, Maureen Roffey has produced her best picture book yet with Dear to Door (Bodley Head, £3.95). Short jingly verses by Bernard Lodge introduce the occupants of a street of semi-detached houses, and the book is cleverly arranged so you get two pictures, first of the outside, then the inside of each pair of houses, for each pair of verses.

John Cunliffe (creator of Farmer Business) is another old hand at books rooted in children's everyday lives. Sara's Giant and the Upside Down House (Andre Deutsch, £4.25) is a particularly enjoyable one. Sara's mother is storming on about tidiness, as mothers do: "This house is upside down, it really is, and I've had enough of it."

But she doesn't know about Sara's giant, who comes along and really turns the house upside down. Both the author and the illustrator, Hilary Abrahamson, have a lot of fun with upside down kitchens and both rooms.

Back in (more or less) the real world are the Groggs family who live in dirty, boring old Slaughter. But Albert Groggs is a resourceful inventor, and when the family can't afford to go to the seaside, he builds a beach in his own backyard. The Groggs have a Wonderful Summer by Roy and Anne Bentley (Andre Deutsch £4.25) is a very jolly invention and makes good summer reading for (or from) the library.

The Washout by Carol Carrick with pictures by Donald Carrick (World's Work, £3.60) is more serious summer holiday adventure. A young boy and his dog take on a sudden flood in a leaky boat, and manage to get to the shops. Good for eight-year-old eyes.



"Spaghetti Ties up Town—Record-breaking Pasta falls chaos." From Cloudy with a chance of Meatballs.

Finally, two little books by Miriam Cohen and Lillian Hoban, that are firmly based on real (though again American) infant school life. Jim is the hero of Tough Jim and The New Teacher (World's Work, both £2.60). In one he accidentally defeats a teasing bigger boy, and in another he manages to get everyone worked up about a new teacher. Both are readable, realistic and nicely reassuring.

You could hardly say that Cloudy with a chance of Meatballs by Judy Barrett (Victor Gollancz £3.50) is a book for ordinary children. But as good as any to go to the seaside, in the eyes of many young children, it is about ordinary (American) food.

It is a grandfather's story about a place where food simply arrives, like weather: "Dinner one night consisted of lamp chops, becoming heavy at times, with occasional kebabs. Periods of peas and baked potatoes were followed by gradual clearing, with a wonderful jelly setting in the west." Then the weather goes wrong. The pictures, by Ron Barrett, add a tangy sauce to the story, and children laugh a lot when they read or hear it.

# In a strange land

Shirley Toulson

The Vengeance of the Dolphin. By Thomas Roy. Bodley Head, £4.50. Because of Rosie. By Anne de Roo. Heinemann, £3.95. Miracle at Square Top Mountain. By Robert Franklin Leslie. Gollancz, £6.95.

How do you make friends with people, when their language is almost totally incomprehensible to you, and their ways of behaving quite alien to your own? None of these books comes up with a simple answer, but each indicates that there is a way.

Fifteen-year-old Jimmy Brent, who has already appeared in Thomas Roy's previous novel of the Australian outback, *The Curse of the Turtle*, has already largely accepted by his Aboriginal neighbours, and is blood brother to Tjurra, son of their tribal leader. In this second novel, he is initiated into further rituals of these people, and he takes part in an involved later-ritual ceremony designed to clarify and avenger a murder. The harsh story is told in a rapid nonsense manner that verges on the

brusquely insensitive, the pidgin English in which Jimmy and his friends converse is an ugly irritation to the reader; and yet through the intelligence, wisdom, warmth and wit which Jimmy conveys the intense story, the Aboriginal order their society, and the wild lands they have to contend with.

Anne de Roo has a much gentler and more human, though even more unlikely, tale to tell. It works because one will believe almost anything about the past. *Because of Rosie* is set in New Zealand in the 1870s, and concerns four orphan children and their cow, on the run from their dreadful Uncle Pender-

gast. With all the luck and ingenuity of Robinson Crusoe, the children build themselves a house in the bush of the Manawatu plain; a task that would have been quite impossible without the help of the local Maoris, and a starving Norwegian carpenter whom they nurse back to life. They have half a dozen workers of Maori, and Norwegian, at all, so all communication is achieved through signs and music; yet they are closer to these people than to their uncle, no matter how much they talk to him.

The actual events described by Robert Franklin Leslie are harder to accept than any fiction; for he sets out to communicate, not with alien people, but with pika, the short-eared mountain hares of the Rockies. His adventure took place in Wyoming, and his book is made from a diary account of a summer in which he lived alongside the pika colony and helped them to harvest their winter supplies from a nearby meadow. To this he brought an instinctive understanding of the wild, which he had inherited from his Indian father, and the scientific appraisal of ecology which he had acquired at the University of California. So he is well aware that even the most well-intentioned human intervention can upset the balance of nature, and his friend and mentor, the blooded Indian Marcos Eagle Rock, never lets him escape from this knowledge. So his attempts at communication with both the pikas and a wandering bear, which he achieves almost entirely by eye contact, are saved from the worst effects of anthropomorphism. Yet it must often have been tempting to translate pika behaviour into human terms, as he observed their loyalty and affection collectively to their colony, and individually to their bonded mates. His book deserves to become a classic of natural history for the general reader.

# Horrors

What adults fear and what frightens children are two quite different things.

A lot of adults, I'm sure, will hate David McKee's *Not Now, Bernard* (The Anderson Press, £2.95). Kids love it. "Not now, Bernard" is the unending retort that follows on everything that Bernard says or does, even his warning that there's a monster outside. The monster eats Bernard and is named by the stream of "Not now, Bernard" and the busy indifference of the parents.

A book in which the main child character is eaten, never to reappear, and in which the parents are portrayed as coldly indifferent, is unlikely to be popular with adults. But even very young children see the joke, and apparently couldn't care a jot about poor Bernard, transferring their affections immediately to the lovable gruesome monster.

Obviously in the same mould is *The Boggart* by Emma Tennant and Mary Kayner (Grassroots Publishing, £2.25). An elusive, small, spider-like monster—happy or sad depending on which way you look at him—the Boggart appears less frightening than Bernard's monster. He wrecks the home when the children are asleep, but, unlike Bernard's monster, he is actually frightening and really only for those children old enough to rationalize their fears.



Dreams are rarely tackled head-on in picture books, even though they are such a big part of a child's life. Benjamin's Dreadful Dream by Alan Baker (Andre Deutsch, £3.25) is rather terrible. Benjamin mouse in the throes of a terrible nightmare. Using vivid illustrations and very few words it cleverly explores a lot of recurrent dream feelings and images such as falling and nearly drowning.

The Tiger who Lost his Stripes by Anthony Paul and Michael Foreman (The Anderson Press, £3.50) isn't frightening at all and is not meant to be. It's a nice, solid story, which is also often funny, about a tiger who loses his stripes and his pride to a snake and uses a bit of clever animal psychology to get them back. It is beautifully illustrated by Michael Foreman. The kind of book that is read on and off for years.

Carolyn O'Grady

# Golden slumbers

Go and Hush the Baby, by Betty Gougeon. Illustrated by Emily A. Rodley. Head £1.97.

Betty Gougeon is best known for her picture books about children coming to terms with growing up. Here, in a tiny picture-book, we find a little boy who has trouble to terms with keeping the baby

relieved with a patchy brown wash, but the more you look at the whole thing, the more you realize it is—preferably cloud—the more you find that it has a shapeliness, and inevitably that are most happily conceived. The accompanying illustrations of Will—bluish-eyed, behind huge spectacles—the fractious, supercilious and finally contented baby are given a freshness through the very disorder of their portrayal, and this, sometimes, brings a nice visual counterpoint to the beautifully judged conversational rhythm of Betty Gougeon's text.

At first glance there is nothing to it—and nothing to it. Emily A. Rodley's scratchy pen-drawings

# Swingles

Kitty Warnock

Growing Up in the Swinging Sixties by Susan Cleve. Wayland £3.50.

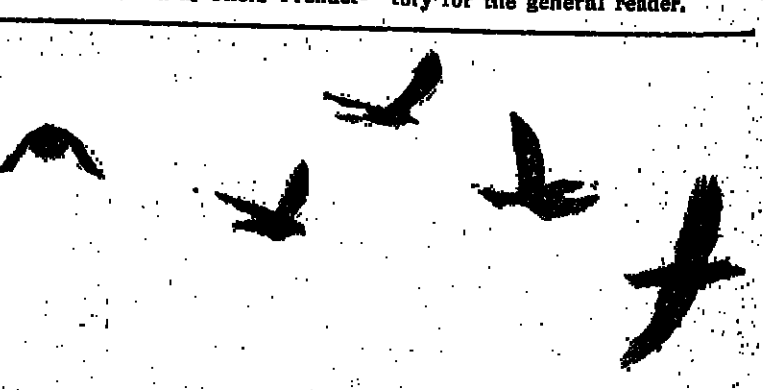
"Growing up in Ancient Greece" ... "The Vikings" ... in the Swinging Sixties ... The Sixties are very ancient history, and to adults this glance at a period that shaped and is still influencing our lives is a liberating unanxiety.

Part of a series of books, what it was like to be a child in former times. This volume may please its aim to 13-year-old audience. Fashion and pop music in the sixties, the media world that coined its title, are its subject. Events outside supposed child's-eye view are shockingly trivialized.

The sixties was an age of affluence, it was not made explicit: part from a reference to increasing teenage spending power, effects of wealth such as the growth of TV ownership, and planning, and housing renewal are not mentioned. Mods and Rockers arouse more emotion than the Vietnam war, and no questions are raised about either.

Even of teenage life the author's view is unfortunately narrow. Though she says "teenagers questioned ... the values of the Establishment" (and what was a nine-year-old make of that phrase?) the manifestations of this objection like drugs, sex, dropping out, protest, even war, are all treated as if they were insignificant beside the phenomena of Marlon Quatt and Poppin.

The format is as magazine-like as the content. One photograph per page is accompanied by a short paragraph in journalism which will encourage children in the unenviable prebending acceptance of clichés. But teachers may find that the photographs, and the book's very lively, fun, stimulate critical "cassidy" and "subject matter" seem "relevant" to the child. The book is so "breathtakingly" aimed at.



# Rook-a-bye babies

729 Puzzle People; 729 Curious Creatures; 729 Animal Allsorts. By Helen Oxenbury. Illustrated by Christine Gascoigne. Mirabel Cecil. Illustrated by Christine Gascoigne. Methuen/Walker, £1.95 each.

The effect of Helen Oxenbury's three new books is that of watching a professional drawing and playing "Consequences" simultaneously. Each book is a collection of nine people or animals, divided horizontally so that the head, body or legs can be turned over separately to create hundreds of different, hilarious characters.

The idea is not a new one but it is always popular and this series is particularly good. The skilful and colourful drawing has captured and captured "types". The accompanying text is equally funny and matches the pictures well. The vocabulary is quite sophisticated but it will become easy to read as the phrases are read over and over again in new combinations.

Animal Allsorts differs from the others, being made up purely of animals. Lacking the human element, it is not as amusing. The names of the animals are divided into letters and syllables which make up new nonsense names for the strange creatures. It is a very difficult reading since a tortoise and a tiger were not really in irregularly sized and spaced print.

Many of the traditional elements of children's books are contained in these stories: animal characters, puns—"Rook-a-bye babies," the bee "wazz," and the moral and happy ending, leaving virtue rewarded and error reformed. Despite this the stories seemed to me a little bland. Nevertheless they were greatly enjoyed when read aloud to a class of seven-year-olds. The children appreciated both story and illustrations, remarking that *Cora the Rook* was a "big" and "the tiger wings were nicely drawn". They also drew out their own moral, that we should be like to animals.

*Cora the Rook* and *Zig-Zag the Dog* are two of a series of four story books, each focusing on a

season of the year and a different creature. They have been beautifully illustrated by Christine Gascoigne. Her drawings are keenly observed and finely executed. Children will find the pictures fascinating as she has chosen some unusual perspectives and put a lot of detail. Using the fresh colours of spring and the warm colours of summer she has captured the atmosphere of the seasons in a way that the stories fail to do.

*Cora the Rook* tells of the rook's search for a new nesting place when their familiar elm trees are felled. In the course of their search they have a bloody fight with another flock of rooks and are finally successful with the help of a sparrow they have befriended. *Zig-Zag* is a bee, so busy that he never says, "Bzzzzzzz." One day her habit of falling asleep in flowers leads her into a frightful adventure which makes a better bee of her.

Mary Anne Woolf

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## BEDFORDSHIRE—NORTHERN AREA

Required for September, 1980, unless otherwise stated.

Application forms and further details obtainable from the Headmaster at the School (returnable as soon as possible).

**Stratton Upper School**

Eagle Farm Road, Biggleswade, Bedfordshire  
Telephone: Biggleswade 312745

Headmaster, Mr G. Suggett  
(Group 12, 1,200 on roll, 150 in Sixth Form)

**SECOND DEPUTY HEAD**

Required for January, 1981: a Second Deputy Head. A suitably qualified applicant is sought to join the management team of this large mixed comprehensive school (13 to 18). Particular responsibilities are for Pastoral Care and Discipline throughout the school.

**CHEMISTRY, SCALE 1.**

Assistant Chemistry Teacher, qualified to teach at least to CSE "O" level. Ability to teach Physics an advantage. Probationary teachers seeking a first appointment would be welcome to apply.

**Sharnbrook Upper School**

Odell Road, Sharnbrook, Bedfordshire  
Telephone: Bedford 782211  
Headmaster, Mr G. W. Grounds

**HEAD OF YEAR, SCALE 4**

Required for September, 1980, or January, 1981: a Head of Year, Scale 4; the ability to teach French or German throughout the school will be required.

**TECHNICAL STUDIES, SCALE 1**

To teach throughout this well-equipped school. Enthusiastic probationary teachers seeking a first appointment would be welcome to apply.

**Redborn Upper School and Community College**

Fittwick Road, Ampthill, Bedfordshire  
Telephone: Ampthill 404482  
Headmaster, Mr L. J. Cutcheon, BA, BSc  
(Roll 1,050, Mixed, 13 to 18)

**HEAD OF PHYSICS, SCALE 3**

Required for September, 1980, or January 1981. Courses taught at "A" level (Nuffield), "O" level (Cambridge), plus CSE Technology and Electronics also offered. Well equipped, large laboratories, preparation rooms and darkrooms. Redborne serves the pleasant, semi-rural area of mid-Bedfordshire.

**St Thomas More Upper School**

Tyne Crescent, Bedford MK41 7VL  
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Headmaster, Mr A. Doyle, BA

**CHEMISTRY, SCALE 1**

Required for September, 1980, for approximately two terms, a Scale 1 Teacher of Chemistry to teach Chemistry and some Integrated Science. This is a temporary post to cover the maternity leave of the current post holder.

**Hastingsbury Upper School**

HW Rose, Kempston, Bedford  
Telephone: Bedford 659636  
Headmaster, Mr A. Greenhalgh  
(Comprehensive Upper, 13 to 18)

**GERMAN AND FRENCH, SCALE 2**

Well-qualified teacher of German and French. Initially the successful candidate will need to teach more French than German, but the proportion of German will increase over the years. A Scale 2 post is available for a candidate able to offer suitable experience as well as good qualifications.

**The Samuel Whitbread School**

Canon, Shefford, Bedfordshire  
Telephone: Hitchin 512798  
Headmaster, Mr K. S. Dodsworth, MA  
(Upper School, 13 to 18, 900 on roll)

**PHYSICS, SCALE 1**

Courses are established to CSE, GCE "O" and "A" level in all main science subjects. There is a chance of "A" level work for a suitably qualified candidate.

**DESIGN, SCALE 1**

Courses are established to examination levels in Woodwork, Metalwork, Technical Drawing and Technology. Well-equipped workshops with staff office and design studio.

**HISTORY, SCALE 1**

Required for September or December, 1980: a temporary teacher of History. Schools Council Project work is established in the school and Sixth Form work is available.

**BOYS' PHYSICAL EDUCATION, SCALE 1**

A suitably qualified teacher of Boys' Physical Education. The post is temporary for one year during a period of secondment of the Head of Department. First-class facilities including Sports Hall and on-site playing fields.

**Pilgrim Upper School**

Brickhill Drive, Bedford  
Telephone: Bedford 50612  
Headmaster, Mr R. Cornwell

**CRAFT AND DESIGN, SCALE 1**

A well-qualified and enthusiastic person with a creative approach and a particular interest in Engineering Crafts and Technology. Industrial experience would be most valuable, and an ability to teach Technical Drawing would be an asset. Applications are invited both from qualified teachers and those at present in industry or relevant employment.

**BOYS' PHYSICAL EDUCATION, SCALE 1**

An all-rounder, but the specialisms of Rowing, Athletics and Rugby are particularly important. Excellent facilities with a great variety of activities. The post is suitable for an enthusiastic young teacher. Some teaching of a second subject will be needed. Pilgrim Upper School is situated in a pleasant residential area of North Bedford. A former grammar school, it is now fully comprehensive (13 to 18).

**John Bunyan Upper School**

Mile Road, Bedford  
Telephone: Bedford 64351  
Headmaster, Mr F. Rushton  
(Roll 1,080, 13 to 18 Comprehensive)

**BIO-CHEMISTRY, SCALE 1**

A graduate teacher would be preferred who is able to teach up to "O" and "A" and "S" level in Biology, and for Chemistry. A replacement is required to cover the maternity leave of the existing post-holder; there is every likelihood of this post becoming permanent. General Science is a major component of the Science syllabus and all staff are expected to participate in this teaching programme. The Department is well equipped with seven laboratories and four small specialist rooms. There are 11 staff in the Science Department. Some accommodation may be available if required.

**ENGLISH, SCALE 1**

The school has well-established courses to CSE, "O", CEE and "A" level in a modern and successful department. Ideally, the successful candidate will be a graduate able to teach throughout the age- and ability range up to "A" level. An enthusiastic candidate is sought who would join a flourishing team. The post would provide a supportive and stimulating situation for either a new or an experienced teacher. Teachers seeking a first appointment would be welcome to apply. Interested candidates may ring the Head of Department at the school for information.

**GEOGRAPHY, SCALE 1**

The person appointed will share in the teaching of Geography throughout the school to "A" level and will be expected to take an important part in the team teaching in the Humanities Department. The Schools Council Geography Project 14 to 18 forms the basis of "O" level and CSE courses.

**POTTERY AND ART, SCALE 1**

Temporary teacher of Pottery and Art, to cover the secondment of an Art teacher. Must be experienced in preparing for glazing, loading kiln, etc.: teaching to "O" level and "A" level GCE and CSE. Interest in teaching English and Remedial Subjects an advantage.

**BUSINESS STUDIES, SCALE 1**

Full-time teacher in the Business Studies Department. The successful applicant will be expected to teach Commerce to CSE and "O" level standards and to develop the existing CSE "O" level Understanding Industrial Society Course which is a core subject in the Fourth and Fifth Years. The ability to teach either Typewriting or Office Practice would be an advantage.

**Arnold Middle School**

Horton Road, Barton-le-Clay, Bedford MK45 4HZ  
Telephone: Luton (0552) 861392  
Headmaster, Mr A. J. Haigh

**SCIENCE COORDINATOR AND THIRD-YEAR LEADER, SCALE 3**

Required for September, 1980, or as soon as possible thereafter: an experienced teacher for the post of Science Coordinator and Third Year Leader. Well-equipped laboratory facilities available.

**COLOMA CONVENT GIRLS' SCHOOL**

Upper Shirley Road, Croydon  
Surrey CR9 5AS  
01-854 6226

Voluntary Aided, developing from a Grammar to an All-Ability School

Required for September, 1980:—

(1) **TEACHER OF HISTORY**, with some Religious Studies or Latin or Economics or General Studies;

(2) **GRADUATES** to share the teaching to "A" level of:—

(a) **BIOLOGY**;

(b) **PHYSICS**;

(c) **ENGLISH**.

(3) **GRADUATE** (temporary post covering maternity leave) to teach **LATIN AND CLASSICAL STUDIES** to "A" level.

Practising Catholics preferred.

**County of Cleveland****IMMIGRANT TEACHING SERVICE****HOME/SCHOOL****LIAISON TEACHER FOR ETHNIC****MINORITY PUPILS SCALE 2**

Required for January, 1981, or earlier if possible, a qualified and experienced bilingual teacher fluent in Punjabi (or Urdu or Hindi) to join a specialist team of peripatetic teachers based at the Centre for Multi-Cultural Education. The teacher appointed will share the work of creating better understanding between Cleveland Schools and ethnic minority groups.

Car ownership would be an advantage.

Financial assistance with household removal expenses is available in approved cases.

Forms of application are obtainable from and returnable to the Team Leader, Centre for Multi-Cultural Education, Victoria Road Primary School, Victoria Road, Middlesbrough, Cleveland, not later than 4th July, 1980.

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**BARNET COLLEGE OF**  
**FURTHER EDUCATION**

Applications are invited for the post of

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Application forms and further particulars are obtainable from the Director of Educational Services, Education Department, Town Hall, Friern Barnet, London N11 3DL.

**J. Dawkins, Director of Educational Services**







# LANCASHIRE COUNTY COUNCIL BLACKPOOL & FYLDE COLLEGE of Further and Higher Education

**SENIOR LECTURER/STUDENT ADVISER** Reference NF/3/2  
To teach a small but highly motivated team responsible for the provision of various welfare and counselling services.

**LECTURER IN MODERN LANGUAGES AND EUROPEAN AFFAIRS** Reference AS/2/6  
To teach German and French to a second semester language up to "A" level standard and to develop a College-based European Centre.

**LECTURER IN PHYSICS AND COMPUTING** Reference AS/2/11  
To teach Physics up to OCE "A" level standard and Computing to a similar level.

**LECTURER IN TECHNICAL ILLUSTRATION (Readvertisement)**  
Reference AD/2/12  
To teach students studying for the College Diploma and Advanced Diploma in Technical Illustration.

**LECTURER IN SOCIAL SCIENCE (Temporary one-year post)**  
Reference AS/1/14  
To teach in the development and teaching of social sciences within the Faculty of Academic Studies.

**LECTURER IN GENERAL STUDIES (Temporary one-year post)**  
Reference AS/1/13  
To teach in the development and teaching of social sciences within the Faculty of Academic Studies.

Further details and application forms from the Principal, Blackpool and Fylde College of Further and Higher Education, 2, Adelaide Road, Blackpool, Lancashire, PO2 4HS, Lancashire, to be returned by July 3, 1980.

# WEST GLAMORGAN County Council

Applications are invited for the following posts in the Authority's service to commence on 1st September, 1980, or as soon as can be arranged.

## WEST GLAMORGAN INSTITUTE OF HIGHER EDUCATION

(Application forms from the Principal, West Glamorgan Institute of Higher Education, Townhill Road, Townhill, Swansea.)

### Head of Library and Learning Resources (Principal Lecturer Grade)

This post entails responsibility for all the Institute's book and non-book learning resources. Applicants should be graduates with a library qualification and experience of non-book learning resources. The salary range for this post is £8,409 p.a.-£9,354 p.a. (bar). (Post Ref. HE/C/17/TS.)

### Lecturer in Gas Services

To teach technology and practice to gas service engineers. Ability to assist with specialist gas units on technician courses would be an advantage. Applicants should possess appropriate qualifications in gas subjects and have relevant industrial experience. The salary range for this post is £3,777 p.a.-£6,498 p.a. (Post Ref. HE/C/17/TS.)

## SWANSEA COLLEGE OF FURTHER EDUCATION

(Application forms from the District Education Officer, Swansea District Education Office, Princess House, Princess Way, Swansea.)

### Lecturer in Food Preparation

Primarily to teach on City and Guilds Catering Courses 705, 706/1 and 705/2. The ability to teach other aspects of catering would be an advantage. Applicants should have wide experience in food preparation in the hotel and/or catering profession. The salary range for this post is £3,777 p.a.-£6,498 p.a. (Post Ref. SFE/3.15.80/TS.)

### Temporary Lecturer in Salesmanship and Retail Distribution

This will be a temporary post for one academic year, 1980/1981, due to an increase in courses in retail distribution, salesmanship and marketing. Applicants should have appropriate qualifications and recent practical sales and training experience. The salary range for this post is £3,777 p.a.-£6,498 p.a. (Post Ref. SFE/3.15.80/TS.)

## GORSEINON COLLEGE OF FURTHER EDUCATION

(Application forms from the District Education Officer, Gorseinon District Education Office, Ty Emon, Princess Street, Gorseinon, West Glamorgan.)

### Lecturer in General and Communication Studies and Sociology

To teach General and Communication Studies in all departments of the College and some "O" and "A" level Sociology. The ability to assist with other subjects such as "O" level English, Economics, Commerce, etc. would be an advantage. Applicants should be graduates, preferably with industrial and further education experience. A willingness to contribute to the social, sporting and cultural life of the College in co-operation with the Students' Association is very desirable. The salary range for this post is £3,777 p.a.-£6,498 p.a. (Post Ref. GFE/5.15.80/TS.)

Application forms and further particulars are available from the addresses shown. Please send a stamped addressed foolscap envelope and quote the appropriate post reference number.

The closing date for receipt of application forms is **THURSDAY, 3rd July, 1980.**

John Beale,  
Director of Education

## COLLEGES OF FURTHER EDUCATION continued

### STAFFORDSHIRE Municipal Corporation

**SENIOR ON-THE-JOB  
TECHNICAL INSTRUCTOR**  
Reference AD/2/12  
To teach a small but highly motivated team responsible for the provision of various welfare and counselling services.

### WARWICKSHIRE

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## COLLEGES OF FURTHER EDUCATION continued

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## COLLEGES OF FURTHER EDUCATION continued

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### WILTSHIRE



### Colleges of Higher Education

**MANCHESTER**  
EDUCATION OFFICE OF  
MANCHESTER COLLEGE OF  
TECHNOLOGY, MANCHESTER  
Applications are invited for the  
post of Lecturer in Education  
for the year 1981-82. The  
postholder will be responsible for  
the delivery of the first year  
course in Education. The postholder  
will also be responsible for the  
supervision of the first year  
students. The postholder will be  
expected to contribute to the  
development of the college.  
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development of the college.

**ADULT EDUCATION**  
Applications are invited for the  
post of Lecturer in Adult Education  
for the year 1981-82. The  
postholder will be responsible for  
the delivery of the first year  
course in Adult Education. The  
postholder will also be responsible  
for the supervision of the first  
year students. The postholder  
will be expected to contribute to  
the development of the college.

**ESSEX**  
EDUCATION OFFICE OF  
ESSEX COLLEGE OF  
TECHNOLOGY, ESSEX  
Applications are invited for the  
post of Lecturer in Education  
for the year 1981-82. The  
postholder will be responsible for  
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course in Education. The  
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### NEIGHBOURHOOD YOUTH and COMMUNITY WORKERS

(1) HIGHGATE / MOSELEY ROAD Project (AEYC/SJW/231)  
(2) NEWTOWN (AEYC/SJW/232)  
Salary on Scale JNC 3A: £5,031 to £5,658.

Each Worker will be a member of a neighbourhood team led by a Community Education and Recreation Officer responsible for the appropriate Institute. Principals for adult education and youth work will be responsible for the organization, supervision and support of youth and community activities. For application forms and further details please write, enclosing a stamped addressed envelope, to:-

The Chief Education Officer,  
City of Birmingham Education Department,  
Adult Education, Youth and Community Division,  
Margaret Street, Birmingham B2 3SU.  
Closing date: 10 July 1980.  
Interviewing will take place on 11 July 1980.

There is a scheme for assistance with removal expenses.

### BIRMINGHAM CITY COUNCIL

### Royal County of BERKSHIRE

#### YOUTH AND COMMUNITY YOUTHER

**Little Heath Comprehensive School**  
£5,406 to £6,024 (pay award pending)  
Applications are invited from suitably qualified men and women for this post. The person appointed will be expected to support, develop and promote a wide and varied programme of activities intended to provide recreational and educational opportunities for the community and young people in particular. Active participation in the school's informal social education will also be expected. It is hoped that this post can be filled as soon as possible, but a September appointment would be acceptable. Comprehensive in-service training and personal supervision is provided, and assistance with removal expenses may be given in approved cases. Interested? Contact John Ashdown, County Youth and Community Officer, telephone Reading 55981, extension 149 or 231. Closing date: 10 July 80.

#### YOUTH AND COMMUNITY WORKER

**Orchard Youth and Community Centre, Slough**  
£4,821 to £5,406 (pay award pending) plus £159 London Weighting  
Applications are invited from suitably qualified Teachers or Youth and Community Workers for the above post. The Committee are seeking to appoint someone who is experienced in work with young people and has initiative and enthusiasm. The Orchard Centre has a multi-racial membership mainly of West Indian origin, and this challenging post requires Youth and Community work of the highest calibre. Comprehensive in-service training and personal supervision is provided. Assistance with removal expenses may be given in approved cases. A small first-floor flat of reasonable rental can be made available at an early stage. Interested? Contact Geoffrey Munday, Assistant Youth and Community Officer, Slough, telephone Slough 78130, extension 34. Closing date: 10 July 80.

Further details and application forms for both posts from Director of Education (YCS), Kennet House, Kings Road, Reading RG1 3AL.

### Youth and Community Service

**BORDERS REGIONAL COUNCIL**  
COMMUNITY EDUCATION  
SHEPHERD TEAM LEADER  
HAWICK/SILKIRK  
£7,077 to £8,000

Applications are invited for the post of Shepherd Team Leader for the Hawick/Silkirk area. The postholder will be responsible for the delivery of the first year course in Education. The postholder will also be responsible for the supervision of the first year students. The postholder will be expected to contribute to the development of the college.

**LINCOLNSHIRE**  
EDUCATION OFFICE OF  
LINCOLNSHIRE COLLEGE OF  
TECHNOLOGY, LINCOLN  
Applications are invited for the  
post of Lecturer in Education  
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**SUFFOLK**  
EDUCATION OFFICE OF  
SUFFOLK COLLEGE OF  
TECHNOLOGY, SUFFOLK  
Applications are invited for the  
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# OVERSEAS TEACHING POSTS

## SPECIALIST IN ENGLISH FOR SPECIFIC PURPOSES (KUWAIT)

British Council Centre for English Studies, Kuwait.  
Duties: Materials writing and development of ESP courses with a few related teaching and administrative duties. A candidate of exceptional quality will additionally be made Director of Studies.  
Qualifications: Candidates, preferably 30-45, must have an MA in Applied Linguistics with a minimum of 5 years TEFL/TESL experience including recent ESP materials development.  
Salary: £7,701-£9,480.  
Benefits: Personal, children's and education allowances; free furnished accommodation (rent allowance in lieu); medical scheme; employers share pension contributions; 2 year Formula contract.  
80 D 5

## EXPERT IN ENGLISH EXPERT IN MATHEMATICS WEST BANK

Brzelet University, Brzelet.  
Required for 28 September, 1980.  
Duties: English: To teach general linguistics at undergraduate level for 12 periods a week. Mathematics: To teach statistics, algebra or analysis, plus general lecture for 12 periods a week.  
Qualifications: Candidates, men or women, should preferably be aged between 30-50 years. Depending on qualifications and experience they will be appointed to the rank of Assistant Professor or Associate Professor.  
Salary: £7,701-£9,480.  
Benefits: Personal, children's and education allowances; free furnished accommodation (rent allowance in lieu); medical scheme; employers share pension contributions; 2 year Formula contract.  
80 D 5

## TRAINING COORDINATOR (QATAR)

Regional Training Centre, Doha. Post tenable September, 1980.  
Qualifications: Candidates, men only, aged 30-50 years, must be UK citizens with a British educational background. They should hold a degree or HND in Mechanical Engineering and have at least 5 years' industrial experience plus 3 years' industrial training experience.  
Duties: To liaise with Training Officers of local industrial concerns to establish employees' training needs so that these can be dealt with by the Regional Training Centre.  
Salary: £7,089-£8,118 per annum in local currency, free of local taxation and fully convertible into sterling.  
Benefits: Free furnished accommodation; car allowance plus interest free loan; medical scheme; annual pension; paid leave; terminal gratuity. Contract is for 3 years, of which the first is probationary. Renewable.  
80 A 137-8

## KEY ENGLISH LANGUAGE TEACHING SCHEME

The following posts to be filled under the KELT Scheme are wholly financed by the British Government as part of Britain's programme of aid to developing countries.

### FOUR INSPECTORS OF ENGLISH (OMAN)

These four new posts have been created to give essential support to the KELT programme in Oman and will be based in the following areas: Capital, Dhahira, Battinah and Wusla.  
Duties: To supervise teachers and pupils in all schools in one of the above areas and to hold meetings and seminars with teachers, prepare and organize and of year tests; prepare any required supplementary materials; write reports on all teachers. Attend meetings of all inspectors held in the Capital during the year.  
Qualifications: Candidates, men only, aged 30-50 must be UK citizens; have a degree in English or Modern Languages, plus one year Postgraduate TEFL qualification or MA in Applied Linguistics; and four years' relevant experience, preferably with some inspection of experience and including at least 2 years' TEFL experience. Knowledge of Arabic desirable.  
Salary: £7,779-£9,831 per annum (including 10 per cent increment).  
Benefits: Salary free of UK Income Tax; variable overseas allowance according to marital status and salary level; free family passages; children's education allowance and holiday visits; free furnished accommodation; outfit allowance, medical scheme; baggage allowance; paid leave.  
Posts tenable September 1980. Contracts will be initially for 2 years. The Selection Board will be held in July.  
K 34-37

Return fares are paid. Local contracts are guaranteed by the British Council. Please write briefly, stating qualifications and length of appropriate experience, quoting relevant reference number and title of post for further details and application form to The British Council (Appointments), 65 Davies Street, London W1V 2AA.

### TRAFFORD

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EDUCATION OFFICE OF  
TRAFFORD COLLEGE OF  
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# NEW JOBS AT THE POST OFFICE FOR 16 AND 17 YEAR OLDS

## Postal Cadets

The Post Office has introduced an exciting new scheme for young people offering comprehensive training on full pay, paid day release; interesting and varied work; lots of good benefits and most important of all, the start of a worthwhile career.

Joining as a Postal Cadet, they will become fully fledged Postmen or Postwomen by the age of 18, with excellent prospects for promotion to Postman or Postwoman Higher Grade. At 22 there are opportunities to become supervisors and then on to management grades.

Applicants must be 16 or 17 years old and pass an aptitude test and interview.

Thorough training is given on-the-job, together with a specially designed one week course. The work varies depending on the particular requirements of the area, but is likely to include indoor sorting, outdoor delivery of telegrams and letters, messenger work and other jobs in mail operations.

Paid day release is given until the age of 18.

Other benefits include good pay, subsidised meals, free uniforms, 3 weeks 3 days paid holiday plus public and bank holidays, a pension scheme (starting at 18) and sports and social facilities in most areas.

For further information check with your local Head Postmaster, or write to: Schools & Recruitment Section, Postal Headquarters, St. Martins-le-Grand, LONDON EC4A 3HQ.

### WESTERN AUSTRALIA

#### THE LADY GOWRIE CHILD CENTRE (W.A.) INC.

##### DIRECTOR

Applications are invited for the position of Director of the Perth Child Centre to the present Director's retirement in September 1980.

The Centre is a non-profit making organization which is dedicated to the education and welfare of pre-school children. It is funded by the Australian Government grant, with State and Local government contributions.

The postholder will be responsible for the overall management of the Centre, including the development of the Centre's educational and welfare programs, the recruitment and supervision of staff, and the financial management of the Centre.

Qualifications: Candidates should have a degree in Education or a related field, and have at least 5 years' experience in the management of educational institutions.

Salary: £7,779-£9,831 per annum (including 10 per cent increment).

Benefits: Salary free of UK Income Tax; variable overseas allowance according to marital status and salary level; free family passages; children's education allowance and holiday visits; free furnished accommodation; outfit allowance, medical scheme; baggage allowance; paid leave.

Posts tenable September 1980. Contracts will be initially for 2 years. The Selection Board will be held in July.

**ITALY**  
EDUCATION OFFICE OF  
ITALY COLLEGE OF  
TECHNOLOGY, ITALY  
Applications are invited for the  
post of Lecturer in Education  
for the year 1981-82. The  
postholder will be responsible for  
the delivery of the first year  
course in Education. The  
postholder will also be responsible  
for the supervision of the first  
year students. The postholder  
will be expected to contribute to  
the development of the college.

**ADULT EDUCATION**  
Applications are invited for the  
post of Lecturer in Adult Education  
for the year 1981-82. The  
postholder will be responsible for  
the delivery of the first year  
course in Adult Education. The  
postholder will also be responsible  
for the supervision of the first  
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**ESSEX**  
EDUCATION OFFICE OF  
ESSEX COLLEGE OF  
TECHNOLOGY, ESSEX  
Applications are invited for the  
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# NEW JOBS AT THE POST OFFICE FOR 16 AND 17 YEAR OLDS

## Postal Cadets

The Post Office has introduced an exciting new scheme for young people offering comprehensive training on full pay, paid day release; interesting and varied work; lots of good benefits and most important of all, the start of a worthwhile career.

Joining as a Postal Cadet, they will become fully fledged Postmen or Postwomen by the age of 18, with excellent prospects for promotion to Postman or Postwoman Higher Grade. At 22 there are opportunities to become supervisors and then on to management grades.

Applicants must be 16 or 17 years old and pass an aptitude test and interview.

Thorough training is given on-the-job, together with a specially designed one week course. The work varies depending on the particular requirements of the area, but is likely to include indoor sorting, outdoor delivery of telegrams and letters, messenger work and other jobs in mail operations.

Paid day release is given until the age of 18.

Other benefits include good pay, subsidised meals, free uniforms, 3 weeks 3 days paid holiday plus public and bank holidays, a pension scheme (starting at 18) and sports and social facilities in most areas.

For further information check with your local Head Postmaster, or write to: Schools & Recruitment Section, Postal Headquarters, St. Martins-le-Grand, LONDON EC4A 3HQ.

### West Sussex County Council

#### Assistant Area Education Officer

North-Eastern Area  
Education Office, Crawley

Required as soon as possible. This post is second in seniority in the Area Office. The successful candidate will be required to deal with educational and administrative issues across the whole range of voluntary provision. The post would be suitable for an experienced teacher seeking to enter administration.

Salary Scale: £7,884-£9,880.

Closing date, 4th July 1980.

Application forms and further details available from the Director of Education, County Hall, Chichester, West Sussex PO19 1RF.

**TURKEY**  
EDUCATION OFFICE OF  
TURKEY COLLEGE OF  
TECHNOLOGY, TURKEY  
Applications are invited for the  
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### South Glamorgan County Council

#### YOUTH ADVENTURE CENTRE

The Storey Arms, Brecon

##### WARDEN: Teacher Scale 4

Warden (non-residential) required from January 1, 1981, or earlier, if possible. The Warden will be responsible for the administration, development of activities and instruction with supporting staff. Storey Arms is situated at over 440 metres in the centre of the Brecon Beacons National Park and offers courses to Schools and Youth Clubs from South Glamorgan. Further particulars on request.

Application forms may be obtained on receipt of a stamped addressed envelope from the undersigned to whom completed forms should be returned within 10 days of the appearance of this advertisement.

F. J. Adams, Director of Education, Education Office, Kingsway, Cardiff.



# ADMINISTRATION

## Local Education Authority continued

**NEWCASTLE upon Tyne**  
**LOCAL EDUCATION AUTHORITY**  
 The Local Education Authority is seeking applications for the post of **Administrative Assistant** (Grade 1) to the Education Officer. The successful candidate will be responsible for the day-to-day administration of the Education Officer's office. The post holder will be required to handle correspondence, maintain records, and assist in the preparation of reports. The salary is £10,000 per annum. Applications should be sent to the Director of Education, Newcastle upon Tyne, by 10.00 a.m. on 10th July 1980.

# General

**CONTACT THEATRE COMPANY**  
 The Contact Theatre Company is seeking applications for the post of **Administrative Assistant** (Grade 1) to the Education Officer. The successful candidate will be responsible for the day-to-day administration of the Education Officer's office. The post holder will be required to handle correspondence, maintain records, and assist in the preparation of reports. The salary is £10,000 per annum. Applications should be sent to the Director of Education, Newcastle upon Tyne, by 10.00 a.m. on 10th July 1980.

**RENT**  
 The Rent Officer is seeking applications for the post of **Administrative Assistant** (Grade 1) to the Education Officer. The successful candidate will be responsible for the day-to-day administration of the Education Officer's office. The post holder will be required to handle correspondence, maintain records, and assist in the preparation of reports. The salary is £10,000 per annum. Applications should be sent to the Director of Education, Newcastle upon Tyne, by 10.00 a.m. on 10th July 1980.

# EDUCATION DEPARTMENT

## SENIOR INSPECTOR/ ADVISER FOR SPECIAL EDUCATION

### Salary Southbury Group X Head

Applications are invited from suitably qualified and experienced candidates for the above post.

The duties of the post will include advisory/monitoring/inspectorial functions in respect of the Authority's special educational provision and services, including ordinary as well as special schools.

Application forms and further particulars obtainable from the Director of Administration and Legal Services, Shire Hall, Mold, Clwyd (Telephone Mold 2121, extension 394) to be returned by July 2.

E. R. L. DAVIES

Director of Administration and Legal Services

# CLWYD COUNTY COUNCIL

## TECHNICIAN EDUCATION COUNCIL

### Appointment of CO-ORDINATING ADVISORY OFFICER

Applications are invited for the post of Co-ordinating Advisory Officer with special responsibility for Sector 8 of the Council's work which covers provision for the construction and Extractive Industries. The successful candidate will have managerial responsibility for leading and co-ordinating the work of programme teams in the sector. The duties will include working with the Council's committees and liaison with Colleges in connection with the development, validation and operation of programmes leading to TEC awards.

Applicants should be appropriately qualified and have suitable experience in teaching in fields related to the construction industry. Relevant industrial experience would be an advantage. Appointment will be from 1 September 1980 or as soon as possible thereafter. The salary scale is related to that for Grade IV Heads of Department plus a special allowance of £500 per annum. A central London Allowance is also payable. Starting salary will depend on previous experience and qualifications.

Further particulars of the appointment can be obtained from:

The Chief Officer,  
 Technician Education Council  
 78 Portland Place  
 London W1N 4AA.

Closing date for applications: 4 July 1980.

# GLoucester

## NEW BARN

A THERAPEUTIC COMMUNITY for the emotionally disturbed boys and girls living with the children in a very special way. The community is a therapeutic community for the emotionally disturbed boys and girls living with the children in a very special way. The community is a therapeutic community for the emotionally disturbed boys and girls living with the children in a very special way.

# OXFORDSHIRE

## RESSALL LICH SCHOOL

Requires resident CHILD CARE WORKER at this special school for the emotionally disturbed boys and girls living with the children in a very special way. The community is a therapeutic community for the emotionally disturbed boys and girls living with the children in a very special way.

# Child Care

## DEVON

HOURS: 10.00 a.m. to 4.00 p.m. The community is a therapeutic community for the emotionally disturbed boys and girls living with the children in a very special way. The community is a therapeutic community for the emotionally disturbed boys and girls living with the children in a very special way.

# COVENTRY

## EDUCATION OFFICER

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# Examiners

## NORTHERN COUNTIES

## TECHNICAL EXAMINATIONS COUNCIL

## LIST OF VACANT EXAMINER POSITIONS

## 044-MINING INDUSTRY BASIC

## 045-MINE DEPUTIES

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## 049-MINE DEPUTIES

## 050-MINE DEPUTIES

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